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SCHOOL LIFE

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OF THE
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OF EDUCATION**

**FEDERAL
SECURITY
AGENCY**

WASHINGTON, D. C.

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WRITE

The U. S. Office of Education,
Federal Security Agency,
Washington, D. C.

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School Finance
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School Supervision
Secondary Education
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Visual Education
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SCHOOL LIFE

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SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Editorial

Education for Self-Government

FROM THE FIRST DAYS of the Republic to the present hour, education—organized education—has carried the responsibility of making people fit for self-government. If there was one thing the founding fathers agreed upon, it was that representative democracy cannot long exist without an educated electorate. They and the leaders who followed them thought of education primarily as a means of making democracy work.

John Adams put it this way: "Education is more indispensable and must be more general, under free government than any other. In a monarchy, the few who are likely to govern must have some education, the common people must be kept in ignorance; in an aristocracy, the nobles should be educated, but here it is even more necessary that the common people should be ignorant; but in a free government knowledge must be general, and ought to be universal."

Wherever the subject of education is dealt with in the history of the appeals for it, the central purpose for which it is advocated is enlightened citizenship. Our forefathers lived in a relatively simple social situation. The almost self-sufficient families of the early years, knowing most of the factors touching their daily lives and affecting their fortunes, could be secure in the newly won freedom if they could but maintain control of their land and tools and make governments, particularly the central government, perform efficiently and honestly only the limited tasks assigned to them.

But before the schools were well established as a means of making the new democracy work, the load on teaching was suddenly increased by new problems. The infant industries, which had been started during the War of 1812 and later protected by a tariff, began to grow and to change the agrarian society.

Between 1812 and 1870 the industrial revolution changed the simple ways of independent agrarian democracy and the continent was ruthlessly conquered and exploited. But between 1870 and the end of the World War the rate of change increased by geometric proportions.

The schools, however, were remarkably successful, one might say disastrously successful, in training scientists, engineers, and specialists in technical processes. This one-sided success of education put us in a predicament something like that which a man may experience when he gets one leg too far in advance of the other. The body politic lost its balance and control because, to a considerable extent at least, the technological foot got too far ahead of the other supporting member—social understanding.

The lack of attention to the study of how democratic groups may control the new forces in the public interest is, in part, responsible for the modern crisis in our democratic society. I for one do not know of any easy answers to our many problems. And no self-hypnotized invention of panaceas can be trusted to furnish them for us. We are confronted with the necessity of searching for the answers ourselves, while holding on to the power to change policies and representatives as we get new light on our problems. This means to me that our systems of public education are the primary social instruments which we must learn to use more effectively in the struggle for sound and workable ways to meet our great national needs.

J. W. Studebaker

U. S. Commissioner of Education.

This Month's Authors Say:

From the historical viewpoint, 1940 marks the one hundred and fiftieth year of census work. The first census was taken in 1790, in accordance with article I of the Constitution, which directs that the population shall be enumerated every 10 years as a basis for apportioning representation in Congress.

The American Medical Association was the first national association either in the general higher educational or the professional educational field to adopt minimum standards as a basis for rating all institutions in the country preparing for the profession.

Pupils who are consistent savers learn to save along many other lines. They learn that they should do their part in conserving city, State and National resources. It is not such a far cry, as some would imagine, from the instinct which prompts a child to refrain from destroying flowers in his neighbor's yard to the public-spirited citizen who in later years donates property to be converted into a public park.

The county unit extends and improves school facilities and opportunities. Actions resulting from eliminating district lines (tuition barriers) and placing responsibility of town and urban children alike on the same board resulted in more transportation, consolidation of elementary and high schools, longer terms, better prepared teachers, and more expert supervision for the rural schools.

There is no one answer as to what is the most satisfactory local school administrative unit. For any given State or area the answer must be sought in light of the facts in the local situation and in scientific planning according to sound educational and sociological principles. Only this conclusion seems to be certain: Educational administration should be independent of the administration of other governmental functions and there is no reason why the boundaries of local governmental units whether cities, townships, or counties should be satisfactory as boundaries for school purposes.



On This Month's Cover

SCHOOL LIFE is indebted to the Springfield, Mo., schools for the photograph which is used on this month's cover.

The schoolroom scene illustrates letter writing taking on added interest when discussed by a real postman.

Next month's SCHOOL LIFE will contain a related article, entitled "A Modern English Program," by Helen K. Mackintosh, Specialist in Elementary Education. You may be interested in its helpful suggestions.

Convention Calendar

- AMERICAN ASSOCIATION OF JUNIOR COLLEGES. Columbia, Mo., February 29-March 2.
- AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. St. Louis, Mo., February 24-29.
- AMERICAN COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS. St. Louis, Mo., February 21-24.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. St. Louis, Mo., February 24-29.
- AMERICAN MEDICAL ASSOCIATION, COUNCIL ON MEDICAL EDUCATION AND HOSPITALS. Chicago, Ill., February 12 and 13.
- AMERICAN ORTHOPSYCHIATRIC ASSOCIATION. Boston, Mass., February 22-24.
- DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. St. Louis, Mo., February 24-29.
- DEPARTMENT OF RURAL EDUCATION. St. Louis, Mo., February 24-29.
- DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. St. Louis, Mo., February 24-29.
- DEPARTMENT OF VOCATIONAL EDUCATION. St. Louis, Mo., February 24-29.
- DEPARTMENT OF CLASSROOM TEACHERS. St. Louis, Mo., February 24-29.
- HEAD MASTERS ASSOCIATION. Rye, N. Y., February 8 and 9.
- INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Pittsburgh, Pa., February 22-24.
- NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. St. Louis, Mo., February 24.
- NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. St. Louis, Mo., February 25-27.
- NATIONAL ASSOCIATION FOR THE STUDY OF THE PLATOON OR WORK-STUDY-PLAY SCHOOL ORGANIZATION. St. Louis, Mo., February 25-March 2.
- NATIONAL ASSOCIATION OF HIGH-SCHOOL SUPERVISORS AND DIRECTORS. St. Louis, Mo., February 27.
- NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF CHILDHOOD EDUCATION. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF EDUCATION. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. St. Louis, Mo., February 22-23.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. St. Louis, Mo., February 24-26.
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. St. Louis, Mo., February 24-28.
- NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. St. Louis, Mo., February 21-24.
- PROGRESSIVE EDUCATION ASSOCIATION. Chicago, Ill., February 21-24.

Study World Crisis

George F. Zook, president of the American Council on Education, Washington, D. C., recently announced that the council has received a grant to conduct an exploratory study of the needs of American educational institutions in the present international crisis. The desirability of preparing teaching materials or facilitating the distribution of existing materials relating to such subjects as the sources and methods of propaganda, backgrounds of the war, American neutrality and ways and means of effecting world peace will be investigated.

The American Council originated in 1918 as an outgrowth of the World War. According to its constitution at that time it was organized "to meet national needs in time of war and will always seek to render patriotic services." A number of the present undertakings of the council, the American Youth Commission, the Educational Motion Picture Project, and the Commission on Teacher Education, are already working on problems related to the international crisis.



Greetings to American School Children

The following letter from school children in the Republic of Salvador was recently received in the United States Office of Education. It was sent through the courtesy of the Ministry of Public Education of the Republic.

To the School Children of America.

Nowadays the Americas are prosperous and great, we, the pupils of the sixth grade of the school for girls, wish to greet heartily the American school children.

Our teachers have just explained to us the beautiful and ample objectives on which Pan Americanism is founded.

Through them, we know that it was begun by the great liberator Simon Bolivar.

Its basis tends toward equality, sovereignty, joint problems, protection of the democracies, economic improvement, and the desire that all people should unite into one and the same fraternity, who would practice the same moral standards, and the further desire that they may rely with open hearts upon the same ideals with equality of emotions and with the same sincerity.

The Pan Americans of today we exhort that they should think with us in the spirit of Bolivar "The spiritual union of the people of America."

Let us join hands and hearts over geographic distances, ignoring all frontiers.—*Sixth Grade, School for Girls, Chalatenango.*

Rhode Island's Plan for School Support

by Timon Covert, Specialist in School Finance

★★★ Although in area Rhode Island is the smallest of the 48 States, in expenditure for public education it is not at the bottom of the list. This is due in part to a greater school population in Rhode Island than in some other States and in part to higher unit costs for education than in some.

For the school year 1935-36, a total of \$735,359 was provided for public elementary and secondary schools by the State government and \$12,133,545 by the 39 local town districts. (Counties are not units for school administration or school revenue in Rhode Island.) Available reports indicate that smaller amounts were expended for such schools in each of 10 States that year.

The fact that the State provided only about 6 percent of the funds used by her public schools, as compared with 29 percent so provided by all States combined, may seem to indicate an unbalanced division of the burden of school support in Rhode Island. However, the State's plan for distributing the funds includes a feature which equalizes school costs among the town districts above a specified tax rate. This is explained in the following section.

The State's Part in Financing the Schools

Sources of State school revenues.—Excepting the income from a small State permanent school fund, all financial support for the public schools provided by the State is in the form of annual legislative appropriations from the State's general fund. For the year 1935-36, \$719,397 came from appropriations and \$15,962 from the permanent school fund. These appropriations are made for the following specific purposes in accordance with established law and approved budgetary needs:

Salaries of elementary teachers, supervision, high schools, promotion of consolidation, school apparatus and books, medical inspection, vocational education, and equalizing school costs.

The laws which authorize appropriations for these purposes state in most cases the amounts for and the methods of distribution and provide certain requirements which the towns must meet.

Apportionment of State funds for the public schools.—(1) The funds which are provided for salaries of elementary teachers are apportioned by the director of education as follows:

First—on the basis of the number of teacher units up to 20 in each town: (a) \$300 for each of the first five; (b) \$250 for each of the second five; (c) \$200 for each of the third five;

(d) \$150 for each of the fourth five; maximum amount per town, \$4,500 annually.

Second—on the basis of average daily attendance in each town: \$1.50 for each pupil in average daily attendance during the preceding year; minimum amount per town, \$1,000 annually.

(2) Allotments are made by the State to reimburse towns for costs of supervision, but not to exceed \$1,000 in any case.

(3) High-school aid, not to exceed \$1,500 to any town, is apportioned as follows: \$35 per pupil for the first 25 pupils and \$25 per pupil for the second 25.

(4) To promote the consolidation of schools, the State provides \$100 in its annual distribution for each closed ungraded school.

(5) Each town receives State aid, not to exceed \$200 annually, for school apparatus and books.

(6) The State provides funds for the physical inspection of children, not to exceed \$250 per town annually.

(7) State aid for vocational education is provided to match funds provided by the Federal Government in support of approved schools. The amount of the appropriation for this purpose is determined by the approved budget for the public schools.

(8) Provisions for equalizing school costs are embodied in legislation enacted in 1937. The section of the State's plan for school support which provides this feature follows:

"Section 9.—If in any town the amount of money that would be derived from a tax of ninety cents on each one hundred dollars of the equalized weighted assessed valuation of the taxable property, when added to the amounts which may be apportioned from the general treasury and balances carried forward from the preceding year in addition to all other revenues now provided by law for school purposes, shall not be sufficient to provide eighteen hundred dollars for the support of each of its elementary schools and one hundred dollars per capita of its resident pupils attending the town high school or, in the instance of a town not maintaining a high school, the number of pupils sent to high school on free tuition as required by section 2 of this chapter, then the director of education shall apportion to the town an additional amount, hereinafter called 'equalization aid' sufficient to make the aggregate amount available for current maintenance of the public schools of the town equal to the amount necessary to provide eighteen hundred dollars for the support of each elementary school and one hundred dollars per capita for each resident pupil attending the town high school or each pupil sent to high school on free tuition.

"For the purposes of this section the term 'weighted assessed valuation' shall mean the total assessed valuation of real property and tangible personal property plus one-fifth of the assessed valuation of intangible property and the equalized weighted assessed valuation for each town shall be determined as provided in section 11 of this chapter. The term 'elementary schools' shall mean kindergarten and other pre-primary classes and all schools offering instruction prescribed by the school committee of the town for the first eight years of attendance. As a basis for apportioning equalization aid the number of elementary schools in a town shall be determined by the director of education by counting as a school the group of pupils receiving instruction in any one-room school house and adding to the number of such schools the number obtained by dividing the average number of pupils attending all elementary schools less the number attending in one-room schoolhouses by thirty-two (a major fraction of thirty-two as a remainder to count as one school). The term 'high school' shall mean a school offering instruction prescribed by the school committee of the town and approved by the director of education for one or more of the years of attendance from nine to twelve, both inclusive."¹

It is apparent from the foregoing that this State, like many others, provides and apportions its current school funds for various purposes. Of the eight methods named, the first and third seem to be primarily for the purpose of assisting local administrative units with their ordinary school costs. The second fourth, fifth, sixth, and seventh are for, or to promote, specific phases of the school program while by the eighth method the funds are apportioned in such manner that the costs of the whole program, as set up in the law, are equalized among the administrative units.

¹ Laws of Rhode Island.



Free Study Material

Marketing, conservation, and purchasing information for coal consumers has been prepared by the Consumers' Counsel Division, Solicitor's Office, United States Department of the Interior, under the title *Study Material on Bituminous Coal—Unit IIA*. Copies of the guide are available free upon request to the Solicitor's Office, United States Department of the Interior, Washington, D. C.

Every Ten Years

by Raymond Nathan, Division of Public Relations, Bureau of the Census

★★★ The Sixteenth Decennial Census in 1940 offers teachers an educational theme for the next school term which will undoubtedly stimulate keen interest among pupils because of its timeliness. The activity in every part of the country by thousands of census enumerators during this period will be a constant reminder to the student that the subject matter on which he is working is part of the living world around him, and not something academic and removed from reality.

Teachers of economics, history, geography, and other subjects will find the forthcoming national canvass a rich source of material for classroom and outside work. Actual results of the 1940 count probably will not be available until after this school term ends, but reference can be made to census publications covering previous years. All such publications are available in local public libraries.

The First Census

From the historical viewpoint, 1940 marks the one hundred and fiftieth year of census work. The first census was taken in 1790, in accordance with article I of the Constitution, which directs that the population shall be enumerated every 10 years as a basis for apportioning representation in Congress.

In 1790, the first census showed, there were less than 4 million people in the entire country. Virginia was by far the most populous State, with close to 750,000 inhabitants; Pennsylvania ran second with 434,373; Massachu-

Old census records—Census population records are on file dating back to 1790.



Even trailerites do not escape the careful enumeration of America's population. Here is an enumerator for the U. S. Bureau of the Census interviewing residents of a trailer camp.

setts was next; and New York was a poor fourth. An interesting classroom project would be to have pupils trace the growth of their State or city, from its first appearance in population census reports to the present, noting the influence of immigration, and changes in the birth rate. Making a national approach, a study of successive censuses would reveal the great westward expansion of the country.

Students Could Report

To create a vivid understanding of the changes which have taken place in our way of living, students could be assigned to report on an imaginary journey by a census taker of 1790. He had to cover, on an average, more than a square mile of territory to reach five persons. In addition to such natural obstacles as poor or nonexistent roads, the early day enumerator was faced with a psychological problem in resistance from citizens who feared that the infant government was taking the count in preparation for levying taxes.

In contrast, a report could be given on the task of the enumerator in 1940, when we huddle together with more than 40 persons to the square mile, about 75 percent of us liv-

ing in cities, compared with only 10 percent 100 years ago.

Agriculture and Housing

These projects relate to the population census, which will be taken during April 1940, by 120,000 enumerators, who will assemble census data on more than 130,000,000 Americans. At the same time, these enumerators will collect figures on agriculture, which is covered every 5 years, and on housing, an inquiry being made for the first time in 1940. The census of agriculture will cover more than 7,000,000 farms, while the Housing Census will gather data on 35,000,000 dwelling units.

Changes which have taken place in American agriculture, as shown by census studies, would make an interesting topic for essays, particularly in rural areas. Items to be reported on in 1940 include electrification, roads, tenancy, farm labor, machines used, irrigation, work done off the farm, expenses for fertilizer, gasoline, etc.

Why a census of housing is being taken for the first time is a significant question which would probably be suitable for discussion in the upper grades of high school.



A battery of card-punch operators in the U. S. Census Bureau.

As the censuses of population, agriculture, and housing are being taken in April, it is expected that field work will be in the final stage for the censuses of business and manufactures, which started in January, along with the census of mines and quarries. These offer equally stimulating approaches.

Radio Alone, Greater

The first census of manufactures in 1810 showed the total value of all goods manufactured in the United States to have been \$172,762,676. In 1937, the value of radio sets manufactured alone was greater. Through the census of manufactures reports, pupils can trace the growing industrialization of the country and the place of new inventions in this development.

Automobile production, for example, was reported for the first time in 1900, when a total of 3,957 motor vehicles were turned out. In 1937, output reached 4,631,982.

Industrial Changes

Far-reaching industrial changes are still taking place, census data indicate, changes which are meaningful to students both in terms of commodities they use and in fields of opportunity after graduation. Rayon is replacing silk, metal furniture crowds wooden, the electric razor becomes popular. These are only a few of the trends evident in the 1937 reports.

The census of business, last taken for 1935, covers retailing, wholesaling, and service

establishments; approximately 3 million firms will be reached in 1940, it is expected. Study of the business census statistics in terms of employment opportunities in each line would result in real understanding by students of the business structure of the country.

Compilation of the millions of facts gathered in any large-scale census operation would be impossible without the aid of these ingenious machines which have been developed in the mechanical laboratory of the U. S. Census Bureau.



Childhood Education Bulletins

Three new bulletins and revised editions of three others dealing with basic problems, theories and practice have recently been announced by the Association for Childhood Education. They are addressed to teachers, school administrators, students and instructors in colleges of education. Recognized leaders in the field of education have compiled, edited and contributed to these bulletins. They are available to all teachers at small cost.

Titles

A Study of Reading Workbooks offers a challenge to educators to consider the value of reading workbooks in the light of what is known today about child development and the learning process. A questionnaire study about the use and values of workbooks is reported by Jean Betzner, chairman of the committee, prefaced with editorials by E. T. McSwain, Fannie J. Ragland, and Maycie K. Southall.

Uses for Waste Materials suggests a wide variety of effective ways to use fabrics, glass, nature materials, paper, rope, rubber, tin, other metals and wood which might otherwise be wasted. Frances M. Berry, chairman of the committee on equipment and supplies has compiled the material for this bulletin.

School Housing Needs of Young Children is addressed to those who are planning new buildings or remodeling old buildings for more adequate service. Such problems as color, flexible use, cleanliness and order, space for satisfactory living, safety and economy of energy are discussed. Contributions from committee members have been compiled by Jean Betzner. Evaluations of the contributions are made by a school building specialist, N. L. Englehardt, Jr.; by a teacher, Elizabeth Neterer; and by a State supervisor of elementary education, R. Lee Thomas.

A Bibliography of Books for Young Children, compiled under the chairmanship of Mary Lincoln Morse gives a graded, classified, priced and briefly annotated bibliography for the home, the school and the library. It contains sections on Children of Other Lands, Indians, Animals, Marionettes, Poetry, Religious Books, Science, and many other subjects.

Equipment and Supplies contains suggested equipment for a nursery school, a kindergarten and primary grades. Classified lists of products used in modern classrooms include names of manufacturers and distributors. Frances M. Berry is chairman of the committee responsible for this bulletin.

Selected List of Ten-Cent Books, revised by Alice Temple includes books of recognized worth. They are annotated and classified under such headings as animals, nature and physical science, picture story books, riddles, verse, and social science.

MARY DABNEY DAVIS



Harry H. Woodring.

★★★ The Department of War,¹ established in 1789, is the executive department through which the President of the United States according to law, as Commander in Chief of the Army and Navy, exercises his authority in respect to the Military Establishment of the country and its related offices and functions. The Secretary of War is the head of the Department.

The personnel of the Military Establishment is large and varied and it has been necessary over the years for the Department to develop a comprehensive educational program in order to maintain the highest possible efficiency among its officers. ■

Types of Schools

In addition to the United States Military Academy at West Point, there are two groups of schools as follows: (1) *The General Service Schools* including the Command and General Staff School, the Army Industrial College, and the Army War College. (2) *The Special Service Schools* include 35 institutions, which are listed in a following section.

In view of the large number of schools involved in this discussion, it will be necessary to focus attention on the United States Military Academy, and the three general service schools. The special service schools will be considered as a group.

■ The writer is indebted to Brig. Gen. James A. Ullo, Assistant The Adjutant General; to Maj. Clyde L. Hysong, A. G. D. Adjutant General; and to Col. Kinzie Edmunds, Cavalry, Assistant Commandant of the Command and General Staff School; to Maj. Robert A. McClure, Infantry, Executive Officer of the Army War College; and to Maj. Frank H. Hastings, Coast Artillery Corps, Executive Officer of the Army Industrial College.

Schools Under the Federal Government

The Department of War

by Walton C. John, Specialist in Higher Education

United States Military Academy

attention will be called to the present status of the Military Academy.

Purpose of the Academy

The Military Academy aims to give practical and theoretical training to men planning to enter the military service. This includes a broad program of education of college grade in addition to essential basic military education and training which will fit the cadets for their life as officers in the United States Army.

The Military Academy is under the Secretary of War who has designated the Chief of Staff as the one in charge of its affairs. The superintendent and commandant of the academy is Brig. Gen. Jay L. Benedict, United States Army.

Admission

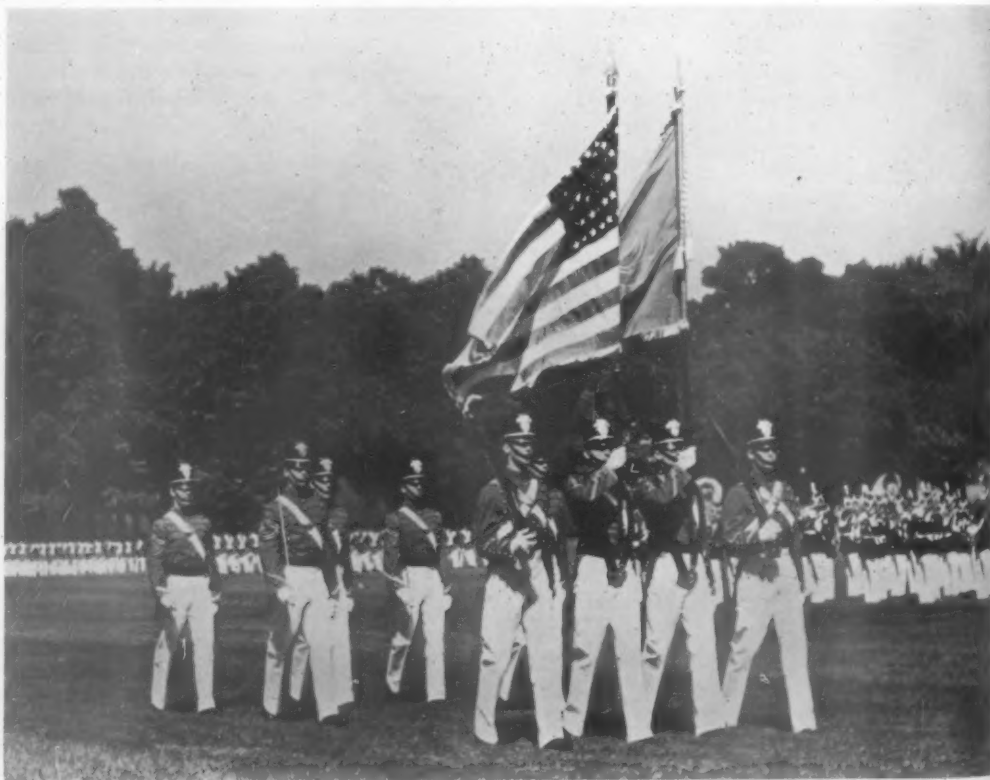
A candidate for admission to the academy must be a citizen of the United States and must never have been married. He must be at least 17 years and not more than 22 years of age at the time of admission. The candidate must seek an appointment to a vacancy, and he must pass examinations showing physical and mental fitness or he may submit certain

The first step in the selection and training of officers for the United States Army with the exception of those who may come up through the ranks, begins with the admission of candidates to the United States Military Academy. This institution goes back to March 16, 1802, when President Jefferson signed the act which created the United States Military Academy at West Point, N. Y. However, for at least 20 years, West Point had been used as a training base for certain services of the Army. The first official superintendent of the academy was Maj. Jonathan Edwards. According to Banning,² the most noted head of the academy over its long history was Maj. Sylvanus Thayer who was appointed in 1817 by President Monroe. Thayer was largely responsible for the inauguration of standards of discipline and training which have helped to give the academy its fame.

With this note of background in mind

² Banning, Kendall. *West Point Today*, Funk & Wagnalls Co., New York and London. pp. 279, 280.

"The Colors"—The corps of cadets in review at the U. S. Military Academy.



prescribed certificates with validating examination or under special conditions he may submit a certificate without mental examination. The student, if accepted, must report to the academy on the first week day in July and "prior to admission, he is required to take the oath of allegiance and to subscribe to an engagement to serve the United States for a time subsequent to his graduation."

The full quota of cadets according to law is 1,960, and appointments are made as follows: 6 from each State at large, 3 from each congressional district, 3 from each Territory (Hawaii and Alaska), 5 from the District of Columbia, 3 natives from Puerto Rico, 1 from the Panama Canal Zone, 172 from the United States at large. "Of the latter, 3 are appointed on the recommendation of the Vice President, 40 are chosen from honor graduates of those educational institutions known as honor military schools, and 40 are chosen from among sons of veterans who were killed in action or died prior to July 9, 1921, of wounds received or disease contracted in line of duty during the World War." Also 180 from among the enlisted men of the Regular Army and of the National Guard, in number as nearly equal as practicable. In addition to the 1,960, the Secretary of War has authority to admit to the academy not more than 4 Filipinos.

All appointments to the Military Academy are made by the President subject to the conditions set forth in the circular of Information Relative to the Appointment and Admission of Cadets to the United States Military Academy, West Point, N. Y.³

Academic Requirements

The course of study at the academy is 4 years in length. Each year is divided into 2 terms of academic instruction—September 1 to December 23 and January 2 to June 4. On the first week day in July new cadets report for duty at West Point. "They are quartered separately from the corps and are given intensive training in infantry recruit instruction, military courtesies, guard duty, and infantry weapons and a course of corrective and upbuilding physical training.

"After approximately 3 weeks of the above training, the new cadets join the corps in camp. The remainder of the summer is devoted to basic training in the technique of infantry, scouting and patrolling, musketry, methods of study, swimming, dancing, hygiene, and customs of the service."

This preliminary work in tactics is continued during the school year; the new cadets having been incorporated into the corps at the end of the first summer.

Departments of Study

The following departments are included in the program of study: Tactics, Civil and

³ Published by the U. S. Government Printing Office, Washington, D. C., 1939.



War Department—Munitions Building.

Military Engineering, Natural and Experimental Philosophy, Mathematics, Chemistry and Electricity, Drawing, Modern Languages, Law, Ordnance and Gunnery, Military Hygiene, English, Economics, Government and History, and Physics.

The library of the Military Academy includes approximately 104,000 volumes in addition to maps, manuscripts, and rare books.

Graduation

On completing the course the cadet receives the degree of bachelor of science and "he then may be promoted and commissioned as a second lieutenant in any arm or corps of the Army in which there may be a vacancy and the duties of which he may have been adjudged competent to perform."

Command and General Staff School

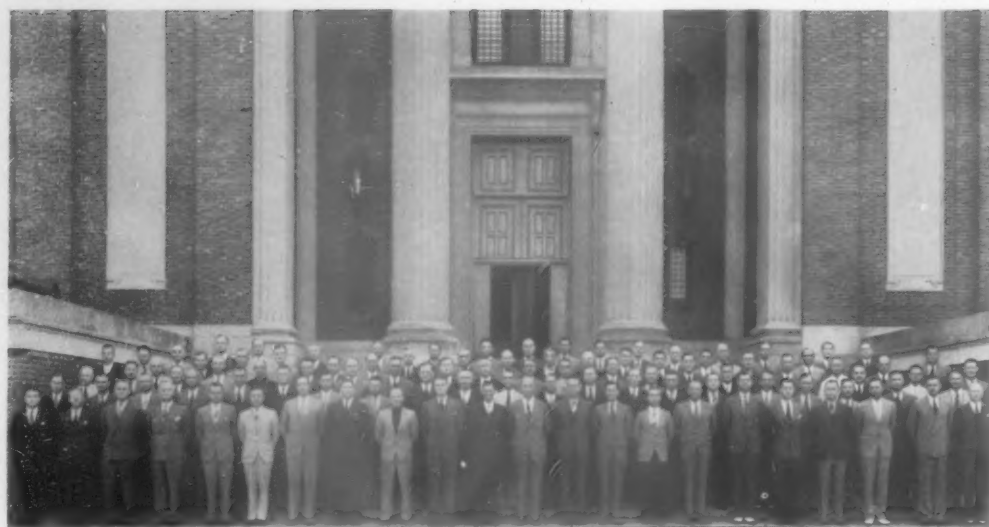
The Command and General Staff School located at Fort Leavenworth, Kans., is next to the Army War College the highest school for the training of officers for command and general staff duty. The prototype of this school is found in the École de Guerre in Paris, the Kriegsschule in Berlin and the Staff School at Camberly, England.

Objectives

The aim of the Command and General Staff School is to further train as large a number of Regular officers as possible. This is different from similar foreign schools where the classes include only a small and rigidly selected fraction of the total officers' corps. The foreign line officer is principally concerned with troop duty with trained units, while in this country, the line officers are principally engaged in training officers of civilian components, that is, the National Guard, the Organized Reserves, mostly officers, and the Reserve Officers Training Corps which is the main source of our Reserve officers. "Whereas foreign standing armies are large and are further increased in time of war by trained reserves, we depend for the mass of our forces in war on what is called in our basic law the militia, levies trained and equipped after the outbreak of hostilities. The civilian components, with the Regular Army, constitute the framework on which the war army is built.

Student Body

"The regular class enters in September and graduates the following June. It numbers about 230. There is also a special class numbering about 50 which takes a short course between March and June, made up of officers of the civilian components who have shown special aptitude and application and who have completed required preparatory work."



Army War College, Class 1939-40.

The classes include mature officers, the average age being around 40; the upper age limit is 43 at the present time.

Faculty

The faculty of the school includes about 60 officers. All these are graduates of the Command and General Staff School and usually they are also graduates of the War College.

The faculty in addition to teaching spends considerable time in connection with the writing of Service Regulations and Manuals for the guidance of troops. Extension or correspondence courses are also prepared primarily for the higher military instruction of civilian components.

Method of Instruction

"The instruction at the Command and General Staff School is essentially applicatory, a study of cases. The minimum of necessary time is placed on theory, principles, and doctrine, the maximum on working out situations in which the mission (objective) is stated and the dispositions of friendly and hostile troops given. The situations may be historical examples, or they may be invented for the occasion.

"Troops are imaginary. The dispositions are indicated on the map or on the ground and the problem studied and solved as though they actually existed. The actions and orders of each commander and each staff officer are carefully worked out in every phase of a changing situation. Frequently the students' solutions are examined and graded. So, by a study of many varying situations, officers are made competent to handle any emergency which may confront them. They learn the responsibilities and limitations of each command and staff position, how to go about doing their work, the necessity for team work and how to secure it. Each officer is instructed in all the positions."

Army War College

The final program of advanced study for Army officers is provided at the Army War College, which may be said to be the graduate school of the War Department's educational organization.

Principally due to the foresight of Elihu Root, Secretary of War in the administrations of President McKinley and President Roosevelt, the Army War College was established in 1901, in Washington.

The special object of the Army War College is—

1. To train officers for the conduct of field operations of the Army and higher echelons; and to instruct in those political, economic, and social matters which influence the conduct of war.
2. To instruct officers in War Department General Staff duties and those of the Office of the Assistant Secretary of War.
3. To train officers for joint operations of the Army and Navy.
4. To instruct officers in the strategy, tactics, and logistics of large operations in past wars, with special reference to the World War.

Selection of Student Body

The student body of the Army War College is composed of approximately 90 officers of the Regular Army and from 6 to 10 officers of the Navy and Marine Corps. Officers selected are chosen because of their fitness for the higher services and because of their records in the service and in schools leading up to the War College.

The faculty includes the commandant, assistant commandant, executive officer, as well as 13 Army and 1 or more Navy instructors.

The period of instruction covers 10 months each year namely from September to June.

The faculty of the college from the stand-

point of instruction is divided into five divisions following the major division of the War Department General Staff—namely G-1 (Personnel), G-2 (Intelligence), G-3 (Operations and Training), G-4 (Supply), and W. P. D. (War Plans). Each faculty chief is known as director. The directors of the several divisions combined with the commandant, assistant commandant and executive officer comprise the faculty board. This board rates student officers and makes recommendations regarding their duties for which they have demonstrated fitness by their studies.

In an institution of this type the conference or seminar method is much used. Lecture courses are offered at appropriate times pertaining to the several fields covered by the program.

The subjects taught in the divisional courses are as follows:

"The G-1 course is devoted to studies of the principles and methods of procurement, classification, assignment and replacement of military personnel, and of the duties and functions of G-1 in the War Department General Staff and the headquarters of units higher than the Army Corps.

"The G-2 course includes studies of the war-making powers of nations, to include the geographic, economic, political and sociological as well as the purely military factors; instruction in the duties of G-2 officers in the War Department, and at the headquarters of units higher than the Army Corps.

"The G-3 course is concerned with those matters which in general are related to organization, training and operations, including mobilization; it includes studies of the functions and responsibilities of the War Plans Division of the G-3, War Department, and G-3 of echelons of command higher than an Army Corps; it involves the study of historical and comparative subjects as a basis for the investigation of those principles and doctrines which govern G-3 in the solution of problems concerning him and determines the methods to be employed in the preparation of his contribution to war plans.

"The G-4 course is devoted to studies of the duties and functions of G-4 in the War Department General Staff and the headquarters of units higher than the Army Corps the purpose of which is to instruct officers in the procurement and distribution of supplies: Zone of the Interior, in time of war; troop and supply movements from the Zone of the Interior to the Theater of Operations, and evacuations, and other related matters."

Among the facilities are the military library with approximately 260,000 volumes including the library exchanges which are available with the Library of Congress and the library of the Pan American Union. Of advantage are the geographic section of the Operations Branch, Military Intelligence Division, War Department General Staff, and the Historical Section formerly a branch of the General Staff, which are located in the college.

Army Industrial College

The Army Industrial College located in the Munitions Building, Washington, D. C., is an advanced school of a special type under the immediate direction of the Assistant Secretary of War. It was established in 1924. In no sense is it to be conceived as an industrial college of the ordinary type for youth which deals with so-called technical or practical courses of study. It is concerned with the industrial organizations of this country in relation to war needs as will be further defined.

Objectives

The objective of the Army Industrial College is to educate and train commissioned personnel of the Army and Navy for duty in connection with the procurement of all military supplies and other business of the War Department pertaining thereto and the assurance of adequate provision for the mobilization of material and industrial organizations essential to wartime needs.

Student Body

The student officers are especially selected from those of the Army, Navy, and Marine Corps who have shown capability for training for duty in connection with the supervision of procurement and the assistance of civilian officials in industrial mobilization and the utilization of economic resources in war and in planning therefor. The enrollment for 1939-40 has reached 57.

Faculty

The faculty consists of 10 officers on a full-time basis. Of these 8 are from the Army, 1 from the Navy, and 1 from the Marine Corps.

Course of Study

The course of study is approximately 10 months in length and is outlined as follows for 1939-40.

Part I. Introduction

Section 1. Historical Aspects of Industrial Mobilization.

Section 2. The Industrial Mobilization Plan (1939).

Part II. Fundamentals of Procurement

Section 1. Fundamentals of Business—Economics, Statistics, Accounting, Finance, Industrial Organization and Management.

Section 2. Characteristics of Basic Industries—Study of basic industries; visits to industrial plants.

Part III. Government Organization

Section 1. Government of the United States.

Section 2. War and Navy Department Organization, especially their Procurement and Procurement Planning Organization.

Part IV. Procurement and Procurement Planning

Section 1. War and Navy Department Procurement Planning and Procedure.

Section 2. War Procurement Problems.

Section 3. Test of the Procurement for the P. M. P. and the study of the War Reserve Procurement Project.

Section 4. Individual Problem, War Procurement.

Part V. Utilization of Economic Resources in War

Section 1. Economic analysis.

Section 2. Committee studies of the coordination of economic elements.

Section 3. War game.

Section 4. Individual study of utilization of economic resources of war.

Other Opportunities for Advanced Study

In addition to the courses provided in the advanced colleges of the War Department, opportunity is offered to a number of officers to take postgraduate work in universities and colleges outside the department.

Special Service Schools

Having received his assignment to the cavalry, infantry or other branch of the Army, the officer, now a second lieutenant, goes through a period of practical experience. After a few years, often near the time he receives his promotion to the rank of first lieutenant, or captain, his commanding officer may assign him for a year of study at one of the special service schools. These special service schools include the following: Quartermaster School, Quartermaster Motor Transport School, Engineer School, Ordnance School, Ordnance Field Service School, Signal Corps School, Chemical Warfare School, Cavalry School, Field Artillery School, Coast Artillery School, Infantry School, Air Corps Advanced Flying School, Air Corps Primary Flying School, Air Corps Tactical School, Air Corps Technical School, Air Corps Engineering School and Army Finance School.

Other special service schools are available for medical, dental, and veterinary officers. Most of this work is carried on at the Army Medical Center in Washington through the Medical Department Professional Schools which include the Army Medical School, the Army Dental School and the Army Veterinary School. In general, the courses for commissioned officers are graduate in character. Training courses are given to enlisted men in the technical subjects pertaining to the different types of service.

The students are males with the exception of the dietitians, physical therapy aides and anesthetists, and are selected from commis-

sioned officers of the Regular Army and its components and enlisted men of the Medical Department. These schools do not offer undergraduate curricula in medicine, dentistry, or veterinary medicine. Their attendance is limited to officers and enlisted men.

Also mention should be made of the Medical Field Service School and the School of Aviation Medicine. These are not connected with the Army Medical Center.

The special service schools do not grant degrees, and attendance is limited to those in service who already hold the appropriate degree or are otherwise qualified.

The special service schools are under the direct supervision and control of their respective chiefs of arms or services.

The War Department also provides 12 schools for bakers and cooks which are located in different parts of the country. The students at these schools are drawn mainly from enlisted men although a few officers are in attendance.



A New Book From Great Britain

Nursery School Education and the Reorganization of the Infant School, published by the University of London Press emphasizes a current change in school objectives from "instruction and learning" to "growth and living." The authors, Olive A. Wheeler, professor of education in University College, Cardiff, and Irene G. Earl, formerly head of the College School in Cardiff, offer guides to the reader for developing a well-balanced program for children from 2 to 7 plus years of age and for using nursery school procedures in the infant school. The account of aids and drawbacks in making changes in the infant school program will be helpful for readers in the United States who are coordinating their nursery school, kindergarten, and primary grade programs.



Negro History Week

The fifteenth annual celebration of Negro History Week will be held from February 11 to 18. The celebration is sponsored by the Association for the Study of Negro Life and History to increase the interest in their contribution to civilization.

Activities during the celebration will be centered around emphasizing the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity to obtain accurate information about Negro life and history.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them
COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● A national study of policies and practices regarding *Fees and Charges for Public Recreation* has been prepared by the National Park Service at the request of the American Institute of Park Executives and with the advice of the National Recreation Association. Data gathered from 238 park-administering agencies representing 201 governmental units are presented in a 56-page paper-bound report containing numerous illustrations of park and recreation activities in addition to a number of tables and charts. (See illustration.) Price, 40 cents.

● Age is the poorest predictor of body measurements, according to Miscellaneous Publication No. 365, of the Department of Agriculture, entitled *Children's Body Measurements for Sizing Garments and Patterns*. After consultation with retailers and garment and pattern manufacturers, 36 measurements were made on each child studied. Eighteen colleges and universities and other educational institutions helped in the research. 20 cents.

● Are you interested in organizing a Federal Credit Union? If so, the following literature is available free from the Farm Credit Administration, Washington, D. C.: *Federal Credit Unions* (Circular No. 10); *How Consumers Cooperate for Credit* (Circular A-12); *Preliminary Application to Organize a Federal Credit Union*; and an *Organization Chart of a Federal Credit Union*.

● Laws and regulations administered by the Secretary of State governing the international traffic in arms, ammunition, and implements of war and other munitions of war are contained in *International Traffic in Arms*, State Department Publication No. 1368. 10 cents.

● Mention of eight poultry-cooking charts was made on page 24 of the October issue of *SCHOOL LIFE*. Now an 8-page folder giving directions on broiling, frying, roasting, stuffing, braising, stewing, and steaming poultry is available from the Bureau of Home Economics, the same office which prepared the charts.

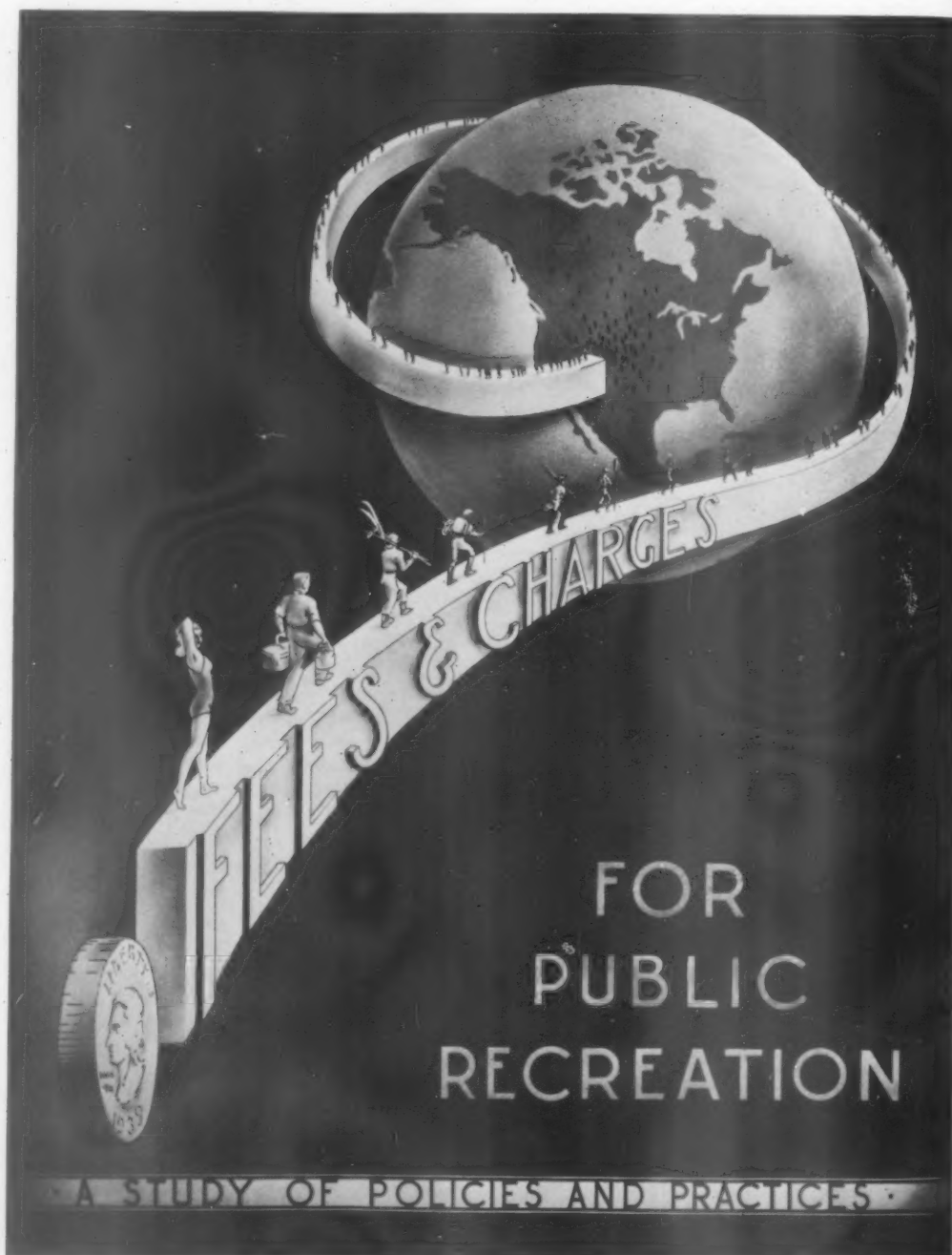
Two film strips have also been made on how to cook poultry: Series 560, *Cooking Young Birds*—51 frames, 55 cents; and Series 561, *Cooking Older Birds*—38 frames, 50 cents.

Orders for the film strips should be sent to the Photo Lab, Inc., 3825 Georgia Avenue

NW., Washington, D. C., after first obtaining authorization from the Extension Service of the Department of Agriculture.

● Three more publications in the series on lumber being prepared by W. LeRoy Neubach, Chief of the Lumber and Applied

Products Section of the Bureau of Foreign and Domestic Commerce, are now off the press: *American Southern Pine*, Trade Promotion Series No. 191; *American Southern Cypress*, Trade Promotion Series No. 194; and *American Hardwood*, Trade Promotion Series No. 201. Each sells for 10 cents.



Medical, Dental, and Legal Education

by Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division

★★★ The accrediting movement in professional education grew out of conditions in professional education and practice prevailing at the opening of the twentieth century. There were many poor institutions, and their number was increasing. Schools of medicine, dentistry, and law, as well as schools for training in other specialties were established for the sole purpose of financial gain to their owners. In most States there was no legal authority to prevent their incorporation. State boards to control the licensing of practitioners in the various professions had but recently come into existence. Under provisions for professional education made in most of the States, the requirements set up by these boards were not such as to exclude from practice graduates of the poorer schools.

By the close of the nineteenth century there had been established organizations of national scope representing medicine, dentistry, and law, whose purpose was to advance the interests of the professions they represented. The efforts of these organizations to improve conditions in the training and practice of the professions were at first exercised principally through discussions and by resolutions adopted at their annual meetings. Whatever standards they set up they applied only to institutions seeking membership in the association and, as a rule, did not attempt to enforce them after membership had once been attained. The American Medical Association was the first national association either in the general higher educational or the professional educational field to adopt minimum standards as a basis for rating all institutions in the country preparing for the profession.

Medical Schools

The American Medical Association was founded in 1844, but its hope to establish suitable preliminary education and "a uniform elevated standard of requirement for the M. D. degree . . . by all the medical schools in the United States," did not begin to be realized for more than half a century later. In 1904 the association created a Council on Medical Education and defined its functions as follows:

1. To make an annual report to the house of delegates on the existing conditions of medical education in the United States.
2. To make suggestions as to the means and methods by which the American Medical

Association may best influence medical education.

3. To act as agent of the American Medical Association . . . in its efforts to elevate medical education.

At its first conference in 1905, the council formulated a so-called ideal standard, which it recommended for adoption by all medical schools as rapidly as conditions throughout the country would warrant. The standard called for (a) a 4-year high-school education, (b) a year's university training in physics, chemistry, and biology, (c) 4 years of medicine proper, and (d) 1 year as interne in a hospital or dispensary.

In 1906 the council made its first attempt to classify medical schools, dividing them into four classes, according to the percentage of failures of their graduates in State medical board examinations. The following year it made a personal inspection of all the medical schools in the United States and prepared a preliminary classification of the schools based on its findings. It divided the schools into three groups—acceptable, conditioned, and rejected. In 1910, after another and more complete inspection, the council prepared another classification, the first to be made public. The colleges, as before, were divided into three classes: Class A, acceptable medical colleges; class B, medical colleges needing certain improvements to make them acceptable; class C, medical colleges which would require a complete reorganization to make them acceptable. Along with the classification was published an outline of the "essentials of an acceptable medical college," covering 25 points, which included the specifications in the "ideal standard" of 1905.

In 1913 the Council of Medical Education adopted the requirement for admission to acceptable medical schools of the completion of a premedical college year, and on January 1, 1918, increased the requirement to 2 years. In 1918 also it adopted a new schedule for grading medical schools, which included the recommendation of 1 year of internship following the 4-year medical course.

In 1913 the council started an investigation of hospitals, and the following year published a list of hospitals approved as properly equipped to furnish satisfactory training for interns. After the new schedule for grading colleges was adopted in 1918, the council reported a schedule of "essentials for a hospital which intends to train interns." As indicative of its new field of service, the council in 1920 changed its name to Council on Medical Education and Hospitals.

With the standards for medical schools established, the American Medical Association turned attention to services auxiliary to medicine. In 1927, following the adoption of standards and the making of inspections, it began the publication of a list of "hospitals providing approved residences in certain specialties," for graduates in medicine who already had a general internship or its equivalent in private practice.

It adopted "essentials of a registered hospital," in 1928, and has since published an annual list of registered hospitals, which contains among other data the "type of service," or the diseases or conditions treated in each.

More recently the Council on Medical Education and Hospitals, with the aid of organizations representing certain technical specialties allied to medicine, has attempted to standardize schools training technicians in these specialties.

In cooperation with the Board of Registry of the American Society of Clinical Pathologists, which had already made a questionnaire study of the schools for clinical laboratory technicians, the council, in 1933, made a comprehensive survey of the schools, and in 1936 adopted "essentials of an acceptable school for clinical laboratory technicians," and issued a list of approved schools.

In cooperation with the two associations of physical therapy, it formulated, in 1934, "essentials for an acceptable school of physical therapy technicians," and in 1936 issued a list of approved schools.

At the request of the American Occupational Therapy Association, it began also in 1933 an investigation of schools of occupational therapy, and in 1935 published the "essentials of an acceptable school of occupational therapy." After revision of the "essentials" in 1938, it published a list of approved schools.

Activity in a new direction of approval is indicated in the latest presentation of medical education issued by the association. "Essentials for approved examining boards in specialties," and a list of the approved examining boards in 13 branches of medicine recognized as suitable fields for the certification of specialists, were published in 1939.

The council again revised its "essentials" for acceptable medical colleges in 1938. The principal revision concerns entrance requirements. Although the standard of 2 years of college work is retained as a minimum of premedical education, "3 years or more" are recommended in the revised standards.

With the cooperation of the Association of

American Medical Colleges and the Federation of State Medical Boards in the United States, the Council on Medical Education and Hospitals during the years 1934 to 1936 made a resurvey of medical-schools. In 1938 the council submitted to the institutions visited a confidential report, in which the medical schools were grouped in tenths of a rank order of excellence for each one of the several criteria used. It has in preparation a final report, which is soon to be published.

Association of Medical Colleges

The Association of American Medical Colleges has for many years cooperated with the American Medical Association in setting up standards for medical schools. The college association was formed in 1890. Its constitution contained requirements for colleges seeking membership which the American Medical Association at once recommended all medical colleges to adopt as a minimum standard. Afterwards, in formulating its standards, the medical association adopted certain of the requirements already put into effect by the college association. The two associations have since acted jointly in revising the standards for admission, curriculum, and graduation. They have cooperated in making the necessary inspections of the schools. Most of the schools rated as acceptable by the American Medical Association are members of the college association.

Dental Schools

The need for concerted action to bring about improved conditions in dental education and practice was felt long before the close of the nineteenth century. To afford a means of cooperation among the better schools, representatives of 10 of the schools meeting in 1884 for the purpose of trying to "bring about the adoption of a uniform standard of graduation," established the National Association of Dental Faculties, in which the schools of dentistry constituted the membership. For about 30 years this association was the most influential agent in the promotion of dental education in the United States.

In 1908 several of the dental schools, departments of universities, resigned their membership in the National Association of Dental Faculties and set up a new organization, the Dental Faculties Association of American Universities. Membership in this body was limited to dental schools that were integral parts of State universities or of chartered universities of equal standing holding membership in the Association of American Universities. The objects of the association were "to promote dental education; to improve the standard of preliminary educational requirements for admission to dental schools; to establish reciprocal educational relations with its members; and ultimately to establish a national standard which may serve as the basis for reciprocal interchange of dental licenses among the several States." This

association during the period of its existence adopted no compulsory rules, but exercised advisory functions only.

Dental Educational Council

The National Association of Dental Faculties and the National Association of Dental Examiners, in 1909, appointed a joint committee of five members from each to form an independent organization, which would undertake for dental education a service similar to that performed for medical education by the American Medical Association. The membership of the resultant organization, known as the Dental Educational Council of America, was increased the following year by five members from the National Dental Association, thus making the council representative of the schools the examiners, and the practitioners. Little was accomplished by the association during the first 5 years of its existence, but in 1914 it began the inspection of all the dental schools in the United States, on completion of which, in 1916, it adopted "minimum requirements for class A dental schools." To these requirements were appended definitions of class A, class B, class C, and "unclassified" dental schools.

The council did not publish at once a list of schools classified in accordance with these definitions, but in 1918 following a revision of the requirements it issued a provisional list in which the schools were divided into class A, acceptable schools, class B, schools needing certain improvements to make them acceptable, and class C, schools needing complete reorganization to make them acceptable. After again revising the requirements in 1920, the council issued its first classification to be published.

At first the council's action in rating the schools consisted chiefly in discussions on reports made by committees of inspection, following which it voted on the particular grade to which the school should be assigned. In 1922, however, it adopted a point system of rating similar to the one used by the American Medical Association, by which the standing of a school was determined by weighting numerically the main groups of requirements. Thereafter its classification was based on the new system of rating.

The council again revised its standards in 1926, and beginning the year 1926-27, required for admission to all class A and class B dental schools the addition of a predental college year. In 1928 it abandoned its list of class C schools, ruling that—

"A school which in the judgment of the council (1) cannot meet the requirements of class A or class B rating without extensive improvement and complete reorganization, (2) which is conducted for profit to individuals or to a corporation, or (3) which does not meet any other minimum requirements that are regarded as essential for a certified school, is not acceptable and shall be designated 'unclassified.'"

Association of Dental Schools

In order to bring about concerted effort in the study and advancement of dental education and practice, the various dental bodies, consisting of the National Association of Dental Faculties, the Dental Faculties Association of American Universities, the American Institute of Dental Teachers, and the Canadian Dental Faculties Association, united in 1923 to form a single organization, the American Association of Dental Schools. "Any dental school in the United States which is classified as of A or B grade by the Dental Educational Council of America, or any dental school that is acceptable to the Dominion Dental Council or any dental faculty of a recognized university of Canada" was eligible for membership in the new association.

The last revision of the standards of the Dental Educational Council of America was made in 1926. The question of another revision was raised in 1934, the council then concluding to defer revision and a reclassification of the dental schools pending the completion of the report and recommendations of an investigation into the dental curriculum then being made by a committee of the American Association of Dental Schools. This report was published in 1935, but during the next 5 years the council took no action on reclassifying the schools. Finally, in 1938, that body was dissolved and a new body, the Council on Dental Education of the American Dental Association, was created. At its meeting in May 1938, the new council decided that since no general inspection of dental schools had been made for a number of years and many changes in dental education had taken place in the meantime, that the use of the ratings then in effect be discontinued. Following a resurvey of dental schools now being made, the council expects to reclassify the schools.

Law Schools

The movement following the Civil War for reform both in legal practice and in the licensing of practitioners led to the formation in 1878, of the American Bar Association. At first the growth of the association was slow, but by 1903 every State in the Union was represented in its membership. Nevertheless the full power of the association was not felt for many years, due to the large number of State and local associations acting independently of and in competition with both the national body and each other. The fact that these associations were made up largely of practitioners without law school training and who consequently felt little interest in the schools themselves, made it difficult for the American Bar Association to gain their cooperation in raising standards.

Besides the discussions held at its annual meetings, the association, from its earliest existence, through the medium of resolutions adopted from time to time, made known the principles for legal education and for admis-

(Concluded on page 142)

Americanization via School Savings

by Helen A. McKeon, Director of Thrift Education, Public Schools of New York City

★★★ Our early American ancestors did not need thrift education. The Old World had engraved habits of thrift on their characters and they knew that their ability to exist in the New World depended as much on conservation of materials as it did on conquest.

Gradually, however, as success came, Americans became less saving until the time finally arrived when foreigners looked upon the name "American" as almost a synonym for spendthrift. This sentiment had about reached its climax when the World War came. Suddenly thrift was made a matter of patriotism and America responded. It seemed for awhile as if this great pioneer American trait was rehabilitated.

However, "A groove once established in human consciousness is hard to erase" and our people had tasted the elixir of careless use of money, so presently a new era of spending characterized the late twenties.

Then came the DEPRESSION, and we in the educational world spell it with capitals because of what it did to children. Overnight they saw homes crash financially. They saw sickness and death. They saw their clothes turn from raiment to rags, all through no fault of their own. Dismayed parents were in no mood to explain, yet youth wanted an answer. Most of them had to find out for themselves that someone's mismanagement of money was to blame.

Resentful because their elders, in whom they had reposed such trust, had blundered, children resolved that when they grew up they were never going to be actors in a similar tragedy. They were going to learn how to take care of their money. Shortly after, our school savings deposits began to rise.

The rapid progress made in this activity within the past few years (despite unemployment and all its kindred ills) is evidence that given proper inspiration and a definite goal, wise instruction and cooperation from savings banks, there is really no limit to the efforts which pupils will make in order to accomplish their objectives.

We encourage pupils to start savings accounts even though their deposits are small. We seek to form a habit, so that pupils will make deposits regularly each week of the school year. Large spasmodic deposits are neither encouraged nor welcomed. Amounts take care of themselves as time goes on.

In the ever-present battle to preserve American traditions and beliefs, we have need of trusty tools. Experience has shown us that "courage is half the battle." The other half of the battle for financial independence is fought by the savings banks of New York City which cooperate with us.



School banking.

Year after year, educators are coming to appreciate more and more the value of thrift education in terms of the social conduct of their pupils during school life and its excellent effects in after years. Parents wish their children to learn how to use the various facilities provided by banks through actual first-hand contacts.

We begin thrift education with school savings because money is a tangible and interesting evidence that we can use to appeal to a child. Naturally, his first impulse to save is based on imitation of what others are

doing. He sees his playmates beginning to save and it seems to be the fashion in his "set." Therefore, he, too, will save, but he prefers to do it like a grown-up. Here he becomes acquainted with the savings bank. By degrees, he learns its practical business operations. He is taught how to make deposits and goes to the bank to make withdrawals. He watches his interest grow. He plans his spending.

School savers learn that progress depends on the thrift of the individual as well as on

(Concluded on page 153)

Medical, Dental, and Legal Education

(Concluded from page 140)

sion to the bar which it advocated. The resolutions contained no mandatory provisions but were merely expressions of opinion or recommendations which the law schools felt free to put into effect or otherwise. But in 1921, after a long series of such resolutions the association approved a set of standards for law schools and admission to the bar presented by a distinguished committee, of which Elihu Root was chairman, and directed the association's Council on Legal Education and Admissions to the Bar "to publish from time to time the names of those law schools which comply with the . . . standard; and those which do not, and make such publication available so far as possible, to intending law students."

The standards for an approved law school were stated as follows:

"(a) It shall require as a condition for admission at least 2 years of study in a college.

"(b) It shall require its students to pursue a course of 3 years' duration if they devote substantially all of their working time to their studies, and a longer course, equivalent in the number of working hours, if they devote only a part of their working time to their studies.

"(c) It shall provide an adequate library available for the use of students.

"(d) It shall have among its teachers a sufficient number giving their entire time to the school to ensure actual personal acquaintance and influence with the whole student body."

The president of the association and the council were directed to cooperate with State and local bar associations and with the constituted authorities in the several States to secure the adoption of the standards as requirements for admission to the bar. A resolution was passed providing for the calling of a conference on legal education, to which delegates from State and local authorities should be invited "for the purpose of uniting the bodies represented in an effort to create conditions favorable to the adoption of the principles set forth."

The proposed conference, called in 1922, consisted of delegates from bar associations of every State in the Union, as well as a large number of representatives from the leading law schools of the country. The conference gave its endorsement to the standards, which have been published annually since that time, together with the council's interpretations and rulings thereon.

In 1929 the standards were the subject of discussion at a meeting of the Section of Legal Education and Admissions to the Bar, and were reaffirmed by the vote of an overwhelming majority of those present. A new standard was added as follows:

"(e) It shall not be operated as a com-

mercial enterprise and the compensation of any officer or member of its teaching staff shall not depend on the number of students or on the fees received."

In 1938 another section was added:

"(f) It shall be a school which in the judgment of the Council of Legal Education and Admissions to the Bar possesses reasonably adequate facilities and maintains a sound educational policy; *provided, however*, that any decision of the council in these respects shall be subject to review by the house of delegates on the petition of any school adversely affected."

In 1923 the Council of Legal Education and Admissions to the Bar published the standards and also the first list of law schools approved by the American Bar Association. The schools were divided into two classes, A and B. Class A schools were those already complying with the standards; class B, schools expecting to comply with the standards at a future specified date. It was not until 1935 that the council was able to comply with the resolution of the American Bar Association directing it to publish the names of law schools below the standard. In 1926 the council abandoned the listing of class B schools.

Since 1935 the Section of Legal Education and Admissions to the Bar has published an annual review of legal education, which contains the standards of the association, the council's rulings thereon, and a complete list of the law schools in the country, divided into approved and unapproved schools. Certain schools not able to meet every requirement are listed with a notation indicating provisional approval. The review also contains data showing the length of the school year, whether the course is conducted in the morning or the afternoon, the length of the law course, the number of hours of weekly classroom instruction, and the year (for the approved schools) in which the school was added to the approved list. In the compilation of these data the section is assisted by the National Conference of Bar Examiners, established by the Section of Legal Education and Admissions to the Bar in 1931.

Association of Law Schools

The Association of American Law Schools while not acting as a general accrediting agency for schools of law, by the imposition of certain requirements for membership, has been an important factor in the establishment of standards for law schools since its creation in 1900. Requirements for admission to law schools, for the length of the course, for the degree, and for the library of member schools were stated in the Articles of Association of the association. These requirements have been increased from time to time and others added, as conditions in legal education have warranted. They are at present substantially the same as the standards set up by the American Bar Association. The membership

list of the college association includes all but a few of the colleges on the approved list of the bar association.

Recent increased activity in the accrediting of professional education has created a wide interest in the development of the movement. This article by Miss Ratcliffe, gives the first installment of an account of the development of the movement as it relates to medical, dental, and legal education. In a future issue of *SCHOOL LIFE* the development of accrediting in the newer professional fields will be presented.—
Editor.



Learning by Seeing and Doing

According to a report received from the WPA, "The elementary school children of Youngstown, Ohio, are acquiring knowledge through visual experience as a result of a Work Projects Administration activity which is being sponsored by the city board of education. Forty-one elementary schools in this city are using visual aids to education, designed by the workers on this project.

"For several months this WPA visual education project has been operating in Youngstown, using unemployed carpenters, artists, and museum technicians to design and construct 'visual aids' for classroom use. Such educational aids as posters, games, traffic-signal models, and natural-science and industrial exhibits have been turned out and distributed among all of the elementary schools in the city. Placed in conspicuous places in corridors or study halls, or used in daily classroom exercises, these illustrations help the pupils to make facts and knowledge a personal experience.

A traveling museum has been developed by this project to assist in teaching natural science and history. Several cases of specimens have been collected which include a great number of the insects, snakes, lizards, plants and wild flowers that are indigenous to the State. They have all been preserved and mounted with identifying labels and history.

The cooperation of a number of the industrial concerns in Youngstown has provided a valuable addition to this museum. The museum is hauled from school to school and set up for the use of the pupils. As it grows larger a permanent place will be provided for it and the pupils will be brought to it as part of their regular study, it is indicated.



Council Meets

The International Council for Exceptional Children will hold its annual meeting at the Hotel William Penn, Pittsburgh, Pa., February 22 to 24, 1940.



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Parent Education

Schools for Democracy, compiled by Charl Ormond Williams with the assistance of Frank W. Hubbard. Chicago, National Congress of Parents and Teachers (600 S. Michigan Ave.), 1939. 239 p. illus. 25 cents.

A new and comprehensive book about public education in the United States. Written for parent-teacher groups; contains material useful for local meetings, symposiums, panel discussions, forums, etc.

Parenthood in a Democracy. The origin and history of a large urban federation of parents and an interpretive analysis of its objectives and methods in education and organization for family life in a democratic society, by Margaret Lighty and LeRoy E. Bowman. New York, published for the Robert E. Simon Memorial Foundation by the Parents' Institute, Inc., 1939. 236 p. \$1.50.

Presents the story of the United Parents Associations and its contribution to parent education; includes a brief biography and appreciation of the founder, Robert E. Simon.

Future Farmers of America

Forward F. F. A., a few thoughts for members of the Future Farmers of America and their advisers, by W. A. Ross. Baltimore, Md., The French-Bray Printing Co., 1939. 141 p. 50 cents.

Contains a series of talks used by the author over a period of years before groups of Future Farmers of America. Topics discussed include: Developing hidden power; This thing called leadership; Why cooperate? Thrifty does it; Living with yourself; Have a good time; What about scholarship? Citizens—Who? When? Everyday patriotism; The ever-changing occupation; Service, the watchword.

Health Education

Hygiene and Health, a student manual for health education courses (men and women), by Wm. Ralph LaPorte. 3d ed. rev. Los Angeles, Calif., The Caslon Printing Co., c1939. 149 p. \$1.25.

Suitable for use in both senior high school and junior college levels, and for either boys' or girls' classes. The material is classified, condensed, and arranged under appropriate headings in the form of over 250 leading health questions, based on student inquiries.

Juvenile Delinquency

Juvenile Delinquency in Massachusetts as a Public Responsibility. An examination into the present methods of dealing with child behavior, its legal background and the indicated steps for greater adequacy. Boston, Massachusetts Child Council, 1939. 196 p. 50 cents.

A study of the public responsibility for juvenile delinquency made by several interested groups. The responsibility of the schools in relation to delinquency is discussed in Chapter VII.

Citizenship

Why is America? A primer of democracy by Ann Mersereau. Boston, Ginn and Company, 1939. 48 p. illus. 32 cents.

Democratic government described for the child in the elementary grades.

What the Constitution Says. A rearrangement of the Constitution of the United States, by Alan Robert Murray. Washington, D. C., Published by Alan Robert Murray, 1440 Chapin Street NW., 1939. 40 p. illus. 25 cents, single copy.

Contains the exact words of the Constitution, including the amendments, grouped by subjects.

Consumer Education

Scientific Consumer Purchasing, a study guide for consumers, by Alice L. Edwards. Washington, D. C., American Association of University Women, 1939. 81 p. 60 cents.

This study guide has been prepared for the use of any group, large or small, rural or urban. Although the outline is planned for group study, individuals may follow it with profit. Part I gives a general view of the situation of the consumer. Part II provides outlines for the study of specific commodities.

Research in Reading

Methods of Determining Reading Readiness, by A. L. Gates, G. L. Bond, D. H. Russell [and others] New York, Bureau of Publications, Teachers College, Columbia University, 1939. 55 p. 60 cents.

A large number of tests, ratings, examinations, and appraisals were applied to each pupil in four large New York City classes, shortly after the pupils entered first grade, at mid-term and at year end. The study is based on analysis of the data and comparison of scores. 11

Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading, October 1938 to September 1939, prepared by Arthur E. Traxler and Margaret A. Seder. New York, Educational Records Bureau (437 West 59th St.) 1939. 23 p. 25 cents. (Educational Records Supplementary Bulletin F.

Consists of a general summary and an annotated bibliography of selected studies for the period indicated.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan, follows:

BIMSON, OLIVER H. Participation of school personnel in administration: a study of the conditions which make for effective participation and the philosophy underlying the theory and practice of this type of administration. Doctor's, 1938. University of Nebraska. 117 p.

BISHOP, CATHERINE A. Sex differences in secondary school achievement. Master's, 1939. George Washington University. 92 p. ms.

BLOXOM, RALPH W. Facts relating to the educational and social background of a representative group of Kansas educators. Master's, 1939. University of Kansas. 71 p. ms.

BROWNE, ROSE B. A critical evaluation of experimental studies of remedial reading and the report of an experiment with groups of backward readers. Doctor's, 1939. Harvard University. 224 p. ms.

CARR, HOWARD E. Washington college: a study of an attempt to provide higher education in Eastern Tennessee. Doctor's, 1935. Duke University. 282 p.

CARROLL, JANE M. The effectiveness of the training school in the education of fifth and sixth grade children. Doctor's, 1939. George Washington University. 288 p. ms.

CLARK, CHARLES H. The status and problems of beginning teachers in certain Florida high schools. Master's, 1937. New York University. 55 p. ms.

COLE, MARY I. Cooperation between the faculty of the campus elementary training school and the other departments of teachers colleges and normal schools. Doctor's, 1939. Teachers College, Columbia University. 254 p.

COOKINGHAM, WALDO B. The child and the curriculum (the syllabus of a course for integrating teacher education). Doctor's, 1938. New York University. 171 p. ms.

DAILARD, RALPH C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1938. Teachers College, Columbia University. 109 p.

DAY, LEAH A. A study of the young child in 67 one-teacher schools in New York State. Doctor's, 1939. Syracuse University. 607 p. ms.

DESJARDINES, LIONEL L. A study of rural teachers in Penobscot county, Maine. Master's, 1939. University of Maine. 65 p. ms.

ESKRIDGE, T. J., Jr. Growth in understanding of geographic terms in grades 4 to 7. Doctor's, 1937. Duke University. 67 p.

HEPNER, WALTER R. Factors underlying unpredicted scholastic achievement of college freshmen. Doctor's, 1937. University of Southern California. 40 p.

HUNT, ROLFE L. A study of factors influencing the public school curriculum of Kentucky. Doctor's, 1937. George Peabody College for Teachers. 231 p.

LARSON, CEDRIC A. Educational activities of the Federally planned community of Greenbelt, Md. Master's, 1939. George Washington University. 215 p. ms.

MCCUITION, FRED. Graduate instruction for Negroes in the United States. Doctor's, 1939. George Peabody College for Teachers. 172 p.

MCGAUGHY, CLIFFORD J. An investigation of the teacher's contract in Maine. Master's, 1938. University of Maine. 51 p. ms.

MCTAGGART, EARL L. Agricultural education in American Samoa. Master's, 1936. University of Hawaii. 189 p. ms.

MILLER, TOM R. Some social implications of the central rural schools of New York State. Doctor's, 1938. University of Syracuse. 387 p. ms.

MOLLE, CAROLINE. Problem children—their behavior difficulties in relation to their mental status and their health habits and practices at school and at home. Master's, 1929. New York University. 55 p. ms.

NOHLE, ERNEST F. Basic considerations for supervising the farm practice programs of vocational agricultural pupils: a study of conditions in New York State. Master's, 1939. Cornell University. 182 p. ms.

PARKHILL, GEORGE D. The genesis, the present status and possible development of vocational education in the City of New York. Doctor's, 1938. New York University. 245 p. ms.

RIZZO, NICHOLAS D. Studies in visual and auditory memory span with special reference to remedial reading. Doctor's, 1939. Harvard University. 150 p. ms.

ROBINSON, WILLIAM H. The socio-economic composition of the 1938 freshman class of Huntington high school. Master's, 1938. Hampton Institute. 125 p. ms.

SHOREY, JOHN C. Illiteracy in the United States, particularly the Civilian Conservation Corps, and suggestions for its elimination. Master's, 1939. George Washington University. 77 p. ms.

RUTH A. GRAY



SCHOOL LIFE'S FORUM

THIS MONTH'S SUBJECT

Is the County the Most Satisfactory Unit for School Administration?

The Affirmative

by W. W. TRENT

*State Superintendent of Free Schools
of West Virginia*

★★★ As proof of the pudding is in the eating thereof, so is the proof of a school unit of organization in the accomplishments thereof. West Virginia tried for years the small unit varying in size from an independent district with only 2 teachers to a large magisterial district with 302 teachers. For 7 years the State has had the county unit. The results of the two in comparison favor the county unit.



W. W. Trent.

The county unit brought to West Virginia a more equitable distribution of: (1) Per capita wealth back of each individual child and (2) local tax burden. It reallocated and redistributed the wealth of the counties that had been collected into independent districts to all the children of the county, thus placing the same per capita wealth back of each child within the county where formerly it had varied greatly—in one county from a low of \$841 to a high of \$14,664. It changed the tax rate from a high of 27 mills in one district and a low of 3.7 mills in another district to 6.6 for all districts—the average tax rate for the State.

More Economical

A county unit organization is more economical than a smaller district organization. It reduces the needed number of officers, supervisors, and administrators. In West Virginia the number of board members was reduced from 1,200 to 275; the number of secretaries of boards, from 398 to 55. It permits and encourages buying in larger quantities at reduced prices. It calls for fewer high-school buildings and makes possible school-owned garages. It serves more children, has a richer curricula, and costs less than the smaller units. In 1929-30, under the local unit, the number of pupils transported was 23,526; the enrollment, 395,505; the average school term in the State, 165.6 days with 190 districts having but 8 months. In 1938-39, the number of pupils transported was 110,000; the net enrollment, 450,744; the average term, 171 days. The amount spent in 1929-30 was \$27,104,798.31; in 1938-39, \$25,720,340.50. The cost per enrolled pupil in the former year was \$77.43; in the latter year, \$57.06.

Actions Resulting

The county unit extends and improves school facilities and opportunities. Actions resulting from eliminating district lines (tuition barriers) and placing responsibility of town and urban children alike on the same

board resulted in more transportation, consolidation of elementary and high schools, longer terms, better prepared teachers, and more expert supervision for the rural schools. They got what urban communities demanded.

The larger State aid made necessary by the reduction of local support from 95 percent to 45 percent is more easily and more equitably distributed with fewer units. In West Virginia the reduction in the number of units from 398 to 55 reduced approximately by 7 times the amount of computation necessary for the distribution of State money. It reduced in the same ratio the routine work of making budgets, checking expenditures, and computing attendance.

Keeping Pace

The larger units enable the schools to keep pace with other developments. In time of travel the county unit is now smaller than the former township units. Boys and girls can go to the villages distances of 8, 10, and 15 miles now more easily than boys and girls formerly collected in centers from 2-, 3-, and 4-mile distances. The opportunities for local economy and initiative are, therefore, not lessened. They would be lessened should the State become the unit. It seems reasonable that we accept the county as a larger unit of school organization when we accept the larger community unit.

The accomplishments of the county unit in West Virginia refute any charges of reduced efficiency and prove that more may be accomplished with the larger unit than with the smaller unit. With less money than was formerly available, the average term in the State is longer; the preparation of teachers, higher; the number of boys and girls in high school, larger; the transportation, safer and more extensive; school attendance, better; school administrators have better preparation in academic credits and longer experience; the curriculum is enriched; and education is carried to rural communities—steps all in the ascent toward the goal of universal education advocated by Horace Mann.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by HOWARD A. DAWSON

Director of Rural Service
National Education Association



★★★ The fact that under a county unit of school administration there can be a great reduction in inequalities of educational opportunity, a more economical use of school funds, and a more equitable distribution of local tax burdens does not necessarily establish the county as the most satisfactory unit of school administration.

In general, the county unit of school administration has been proposed, not because any analysis of the functions of a local school administrative unit has been made and its characteristics described, but because it is an established and accepted unit of local government in several States, especially in the South and West.

What are the criteria by which the satisfactoriness of a local school administrative unit can be judged? I submit the following criteria and show in what respect the county fails to meet them:

1. *The local school administrative unit, especially in rural areas, should bear a fundamental relationship to the community, the unit of social organization in this country.*

"Geographically a rural community is a rural area within which the people have a common center of interest, usually a village, and within which they have a sense of common obligation and responsibilities."¹

It seems apparent that units of local school administration should be coterminous with real community units. Counties rarely constitute such units and are frequently composed of communities of such diverse interests that the necessary homogeneity for successful cooperation in the administration of an educational program is practically impossible.

¹ Dwight Sanderson. *Locating the Rural Community*. Cornell Extension Bulletin 413, Cornell University, p. 6.

The boundaries of counties have not been determined with respect to the need of the inhabitants for educational services. Nearly every county school survey has shown the necessity of transferring children and territory from one county to another. Frequently the county boundary cuts across community boundaries and interferes with the local organization of schools.

2. *Other things being equal, the most satisfactory local school administrative unit is the one that best promotes democratic administration.*

Democratic administration should be measured in terms of three criteria: Local participation, local initiative, and local control.² Rarely, if ever should local interest and democratic control be sacrificed for so-called efficiency. If such a sacrifice is made "we will find in a generation that something of deep significance which money cannot buy has been destroyed."³

Where the county is made the administrative unit, unless the county in question happens to be a homogeneous community unit, there is likely to be in the small communities a definite loss of control, and of local interest and responsibility.

3. *The local unit of school administration should be large enough to furnish at a reasonable cost the necessary services, such as administration by professional leadership, supervision of instruction and attendance, efficient business management, and operation and maintenance of the school plant and pupil transportation.*

Repeated researches have shown that a local unit of about 1,600 pupils and 40 or more teachers can have such services with efficiency and economy. A more desirable size of administrative unit is about 10,000 pupils

² American Association of School Administrators. 17th Yearbook, *Schools in Small Communities*, 1939. National Education Association, Washington, D. C., p. 226.

³ Regents Inquiry into the Character and Cost of Public Education in the State of New York. *Education for American Life*. pp. 89-90. 1938.



Howard A. Dawson.

and 300 teachers, provided the principles of community integrity and democratic administration can be maintained. Thus on the one hand it is evident that many counties are too small to attain the most desirable size as a school administrative unit and that on the other hand many counties that are large enough are composed of community units that ought not to be submerged.

No One Answer

It is, no doubt, politically expedient to accept the county unit of school administration in some States and to propose any other plan would complicate matters. It must be admitted that the county unit in all cases would be better than the small district



system now in most of the States. That admission, however, does not establish the county as the most satisfactory unit of school administration. In some States, as in New England and New York, it would perhaps be the least satisfactory unit, because in those States the county has but little political and practically no sociological significance.

There is no one answer as to what is the most satisfactory local school administrative unit. For any given State or area the answer must

be sought in light of the facts in the local situation and in scientific planning according to sound educational and sociological principles. Only this conclusion seems to be certain: Educational administration should be independent of the administration of other governmental functions and there is no reason why the boundaries of local governmental units whether cities, townships, or counties should be satisfactory as boundaries for school purposes.

Mr. Trent's Rebuttal

The argument presented by Dr. Dawson for community units does not exclude the county as the school unit. In fact, it strengthens the claim for this unit for school purposes. Practically all citizens of counties evolved as geographical units as our Nation grew had with former methods of transportation access to the county seats within a few hours. With present methods of transportation that time is greatly reduced. Except for the relocation of the county seats for commercial purposes, the greater part of them are centrally located.

In many respects the county school unit meets the standards set up by Dr. Dawson for county unit. In service it may be just as effective and no more expensive—the two suggested units may serve the same number of pupils. In control it can be just as democratic—the two are suggested to serve similar areas. In educational opportunity it is more democratic. It offers equal opportunities alike to rich and poor, to rural and urban, and to the fortunate and less fortunate communities. In this respect the county unit is proving satisfactory.

Step Toward Goal

Community units established for social and economic advantages would not be desirable for school purposes. They would include those persons living in the more fortunate areas and exclude the less fortunate. Such were the units that existed in West Virginia prior to the adoption of the county unit and such are the units that now exist in other States where they have been permitted to organize on the basis of social and economic interest. Greater inequalities of educational opportunities obtained under our former organization than obtain under the new. The county unit tends to equalize both educational opportunity and tax burden without regard to the privileged few. The community unit encourages inequality in both. In breaking down the artificial barriers that may exist between communities, the county as a school unit provides a great step toward that much coveted goal—equal educational opportunities for all the children of all the people.

Mr. Dawson's Rebuttal

The county unit of school administration in West Virginia is no doubt much more effective than the former district system. That fact, however, does not make it the most satisfactory unit for any other State, nor establish it as the best unit for the whole of West Virginia.

It is not sufficient to point out the increased efficiency obtained through the county unit in West Virginia. Before deciding that the county is the best of all possible units it would be necessary to look at some of its sociological and psychological effects, to find out what has happened to community life, to local pride, and initiative. We would also want to know what happens to small rural communities and to their children when they are thrown into a large urban school situation. I maintain that efficiency and economy are not the ultimate tests of the desirability of any given type of local school unit.

If school units sufficiently large to offer 12 years of instruction with a high school of at least 300 pupils and supervisory and administrative services necessary to carrying on effectively the work of the schools are organized, all the necessary tests have been met. Such units may or may not be counties.

If the proposition is accepted that the primary obligation to support schools rests with the State we need not be greatly concerned about the equalizing effects of the county unit. Practically the same results can be obtained under other large types of unit.

The point has been made that the number of supervisory officers has been reduced under the county unit. This may or may not be a

virtue. There is strong probability that just as the small district system makes it difficult to obtain adequate administrative and supervisory services, the over-large unit may do the same thing. There is danger that under the county unit because these services are set up in the county seat and theoretically are available to all the county their adequacy will be assumed. It is fairly well established that there should be a supervisor to each 50 teachers. No county unit State except Maryland has even approached that standard. On the other hand Vermont with its town unit and combination of towns into supervisory districts has on the average a supervisor to each 40 teachers.

Next Month's Forum Subject

Should Federal Aid for Education be Earmarked for Special Purposes?

Affirmative: John Guy Fowlkes, Professor of Education, University of Wisconsin.

Negative: J. B. Edmonson, Dean, School of Education, University of Michigan.

Policies and Procedures in Health Work

More than one national organization has been engaged in getting down on paper its ultimatum regarding ways and means of improving the health of the school child. First in the list was the National Education Association in its publication, *Social Services and the Schools*. The second is the presentation of policies by the State directors of physical and health education prepared by Bernice Moss, of the Utah State Department of Education, and W. H. Orion, of the California State Department of Education.

This statement will be of interest to workers in the interrelated realm of health, physical education, and recreation. It may be obtained from James E. Rogers, secretary of the Society of State Directors, 315 Fourth Avenue, New York City, at a cost of 5 cents per copy, with a reduction in price where 100 or more are purchased.

At St. Louis

The U. S. Office of Education

invites you to visit its Exhibit at St. Louis during the convention of the American Association of School Administrators, February 24-29. Publications of the Office will be on display and representatives of the staff will be in charge. The booth number is G-51 in the Municipal Auditorium.

Local School Units Project: Its Contributions

by Andrew H. Gibbs, Chief Educational Assistant in State School Administration

★★★ Planning better schools imposes on school administrators the necessity of considering thoroughly the present school situation as it concerns physical plants; pupil, professional, and non-professional personnel; number, socio-economic status, distribution, and composition of population; costs and ability to pay; relation of education to other governmental services; the curriculum; and many other related factors.

The provision of adequate programs of education throughout their borders has recently led one-third of the States to take stock of present educational conditions and to make recommendations for their improvement. Ten of these States—Arizona, Arkansas, California, Illinois, Kentucky, North Carolina, Ohio, Oklahoma, Pennsylvania, and Tennessee—participated in the local school units project. The purpose was to explore the possibilities of organizing more satisfactory units of attendance, administration, and finance. The project was guided and coordinated by the United States Office of Education project staff and was financed by a grant of emergency funds.

The project staff of each participating State has issued a State report on the findings of the study in the State and has made individual county reports giving findings and proposals for counties studied. The State reports are available from the respective State departments of education, and some county reports may still be available from these State departments.

The Office of Education project staff prepared two publications based on data submitted by the 10 States: One describes the work of the State projects, summarizes their findings, and analyzes the status of existing school units in these States; the other formulates principles and suggests procedures for prosecuting studies of local school units. The former publication is *Office of Education Bulletin, 1938, No. 10, Local School Unit Organization in 10 States*, and the latter, *Office of Education Bulletin, 1938, No. 11, Principles and Procedures in the Organization of Satisfactory Local School Units*.

Changes as fundamental in character as many of those which may be expected from the studies of local school units in these States cannot be hoped for in short order; effecting the proposals, as projected, will doubtless result only from a long-time program within each State. The proposals were made primarily to permit broadening the program offerings, to permit employing better trained and better paid teachers, to permit employing supervisory personnel, etc.—to provide better schools throughout the State at little or no increased cost.

This article is concerned primarily with studies in the 10 States participating in the local school units project sponsored by the United States Office of Education. In addition, Colorado, Idaho, Montana, Texas, Utah, Washington, and Wisconsin, aided by Federal funds, individually studied their present educational conditions; Minnesota, with Federal funds, studied 14 counties; and New York has recently reported the findings and recommendations of its Regents' Inquiry into the character and cost of public education in the State of New York.



Typical of the advantages cited by the States for these projected plans are those reflected in the following from the Oklahoma Study of Local School Units:¹

"The enlargement of attendance areas and administrative units will make it possible for the State to provide adequate educational training to every child of the State at the same or less cost. The data show that the larger units can provide better training at lower unit current costs and lower instructional salary costs per pupil in average daily attendance . . .

"The extreme variations in educational opportunities that now exist would be materially reduced and would result in a program of elementary and secondary education that would offer better and more nearly equal teaching, supervisory, and administrative services for all the children of the State. On the basis of enrollment and number of teachers, the wide variations that now exist in the size of schools would be greatly reduced, and would encourage an educational program which would more nearly meet the needs of all the children."

The States participating in the study have indicated their intention to make further use of the project data filed in the State department offices and to continue to study this problem; in most instances, recommendations growing out of the work of the projects have been made an integral part of the State program of education. Through activity of these project staffs a considerable body of information not previously available has been gathered—which of itself is a significant contribution of the study.

In addition to pointing out the needs for changes and indicating rather specifically desirable types of changes and the way in which such changes can be most easily made,

¹ Oklahoma. State department of education. Study of local school units in Oklahoma. Oklahoma City, The department, 1938. Pp. 329-30.

the study has made the following contributions:

1. Collection of data, not previously available, on status of local school units (and its availability for use in the respective State departments of education).

2. Organization of data collected, together with information already available, to reveal the strengths and weaknesses of individual school units.

3. Evaluation of the data collected and analyzed as a basis for formulating tentative but specific recommendations—

(a) For improving individual school units in each State, and

(b) For making such other changes in the State educational program as will—

(1) Facilitate the establishment of improved school units.

(2) Eliminate existing complexities of inter-unit relationships, and

(3) Reduce operating inefficiencies in the administrative structure of the State school system.

Beyond their value as 10 individual State studies, these studies as a group—together with the studies made by Idaho and Texas, whose procedures and content followed closely the Federal study—have value in showing the desirability of planning a series of research studies to fit into a mosaic which will depict the larger problem of which each is a part. Likewise the various county studies provided for the States similar mosaics.

Publications of the Local School Units Project

An Annotated Bibliography

Information about availability of State and county reports should be obtained from the chief State school officer of the respective States. Copies of the State reports were deposited in the libraries of the schools of education throughout the United States as were also copies of the two project publications of the United States Office of Education. There are also deposited in the library of the United States Office of Education for inter-library loan copies of the State (except Arizona) reports.

United States Office of Education bulletins may be purchased from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

Individual State Project Reports

Arizona. State department of public instruction. A study of local school attendance

areas and administrative units in Arizona. Phoenix, The department, 1936. 185 p. (mimeographed) maps, tables.

Gives 14 county plans of reorganization.

This study was made to determine the status of educational conditions in each county and school district in Arizona to "serve as a guide in recommending an educational program which, when completed, should overcome many of the defects and inequalities of the present system, with little if any increase in annual expenditure, and tend to equalize and increase the educational opportunities of all of the children in the State . . . The information contained in the study should serve as a valuable aid and guide to future decisions on school organization."

Arkansas. State department of public instruction. A study of local school units in Arkansas. Little Rock, The department, 1938. 214 p. maps, charts, tables.

The study embraced the 75 counties of the State. As an outgrowth of the study made in each county, proposed programs of reorganization were developed. Nearly all of the county programs have been completed. Some are available in typed form; others in mimeographed form. Complete data, including the proposed reorganization, for all counties are on file in the State department of education.

The report listed here gives data for the existing 3,134 administrative units and gives in summary form the present and proposed programs for three typical counties selected to show different situations and conditions and are indicative of the 75 reports on file in the State department.

California. State department of education. Study of local school units in California. Sacramento, The department, 1937. 137 p. maps, charts, tables.

The report sets forth pertinent information on present status of school district organization in California. In order to develop adequate comparisons between the large and the small units in respect both to administrative units and attendance areas, illustrative proposals for such units in 15 representative counties in California are set up.

Complete reorganization proposals formulated by the California staff of this study have been presented in separately prepared county reports, which are on file in the State department.

Illinois. State department of public instruction. Study of local school units in Illinois. Springfield, The department, 1937. 158 p. tables.

It is indicated in the preface to this report that although county reports in rough finished form covering the present status have been prepared and written for 55 of the 96 counties studied, 90 counties will be completed at the close of the project. (Six counties in Illinois were not included in this study.)

It is indicated also in the preface that this report is essentially preliminary and that the study of local school units will be continued by the office of the superintendent of public instruction following the close of the project, and that reports will be issued by the State office of public instruction as the work is completed.

Kentucky. State department of education. Study of local school units in Kentucky. Frankfort, The department, 1937. 126 p. maps, charts, tables.

The purpose of this report is to trace briefly the development of public education in Kentucky up to the present time, to set up desirable minimum standards for the State's educational program, to evaluate the present program in terms of these standards, to propose a more desirable educational program for the State in the future, and to suggest means of financing such a program.

Maps of 6 counties shown in report; final maps of all (120) counties and complete status data as of 1934-35 for Kentucky's 300 school districts are on file in the State department at Frankfort. Reports on present status and proposals for over 60 counties were completed by May 1936.

North Carolina. State department of public instruction. Study of local school units in North Carolina. Raleigh, The department, 1937. 191 p. illus., maps, charts, tables.

There are presented brief statements and statistical tables concerning the public schools of the State as a whole, and recommendations for their improvement. As representative of the present local status of schools, spot maps and descriptive expositions are given for several counties. It is indicated in the preface to this study that material of this kind will be made available to local school authorities for the other counties covered by this survey.

Ohio. State department of education. Study of local school units in Ohio. Columbus, The department, 1937. 271 p. charts, maps, tables.

Three of the eleven purposes listed for this study are: Develop a program of school organization in each county, making specific recommendations on both school districts and schools, in order to assist the county boards of education in carrying out the provision of the School Foundation Program Act (1935); set up reorganization standards and apply them in the development of the individual county reports; and show clearly both the educational and economical advantages of the recommended program of reorganization.

Part I of this report consists largely of materials showing the development of elementary schools, high schools, and school districts in Ohio since its admission to the Union in 1803. This information is centered in chapters showing significant trends, minimum standards, and an evaluation of the present status of schools and school districts, and significant trends in the financing of public education in Ohio. Chapter VII summarizes certain recommendations made in each county report.

Part II, beginning with page 149, is a study of the public schools of Ashland County with recommendations for their future organization. This county report was selected by Ohio as representative of the 88 county reports on file in the State department of education. Many of the county reports were made available for distribution.

Oklahoma. State department of education. Study of local school units in Oklahoma. Oklahoma City, The department, 1938. 392 p. maps, charts, tables.

Chapters I-IV concern present status of attendance areas and administrative units, trends, and an evaluation of present status. Chapters V-VII concern minimum standards, proposed programs for five typical counties and proposed State organization; the proposed financial program and estimated costs; and the proposed legislative program.

Oklahoma has on file in the State department data of the same type for each of its school districts.

Pennsylvania. State department of public instruction. Study of local school units in Pennsylvania. Harrisburg, The department 1938. 150 p. maps, charts, tables.

The material in this report is a summarization of data concerning the present status of schools in Pennsylvania. Section V presents the proposals for reorganizing one county. Section VI concerns the proposed financial program. Section VII summarizes recent and proposed legislation affecting the merging of districts and the consolidation of schools.

Data are on file in the State department of public instruction for each county in Pennsylvania.

Tennessee. State department of education. A study of local school units in Tennessee. Nashville, The department, 1937. 206 p. maps, charts, tables.

Gives data showing present status and proposed organization for Tennessee's 95 counties. More detailed proposed program and maps shown for Cheatham County.

The State department has on file completed studies of many of the counties and several of these were made available for distribution.

Tennessee. State department of education. A graphic analysis of Tennessee's public elementary and high schools. An analysis of significant phases of public elementary and high schools graphically presented including a ranking of county educational systems. Nashville, The department, 1937. 73 p. charts, tables.

This is a second volume resulting from the Tennessee study of local school units, sponsored by the Office of Education.

The county rankings beginning on page 57 are shown in tabular form as well as graphically. The study purports to rank the county educational system of each county, exclusive of city and independent district school systems, in the State on the basis of 5 major factors which are measured by 10 specific criteria.

Office of Education Project Publications

Alves, Henry F., Anderson, Archibald W., and Fowlkes, John Guy. Local school unit organization in 10 States. Washington, U. S. Government Printing Office, 1939. 334 p. 40 cents. (Office of education, Bulletin 1938, No. 10.) Bibliography, maps, charts, and tables.

Reviews existing organization and historical development of local school units in the United States and organization and operation of the local school units project; analyzes nature and operation of local school units, sets up classification, and gives illustrative applications of the suggested classification; devoted individual chapter to status and operation of local school units in each of the 10 participating States—covering social and economic background, historical development, types and number and size, operating relationships, procedures for changing boundaries, and factors encouraging and discouraging the organization of satisfactory units—and summarizes similar items for the 10 States; the concluding chapter deals with the formulation of plans for the improvement of public-school organization and includes the proposed programs and an evaluation of them. The bulletin is illustrated with organization charts, maps, and photographs; it has nearly 160 tables of supporting data and a rather inclusive annotated bibliography.

Alves, H. F., and Morphet, E. L. Principles and procedures in the organization of satisfactory local school units. Washington, U. S. Government Printing Office, 1939. 164 p. 25 cents. (Office of education, Bulletin, 1938, No. 11.) Bibliography, forms, maps, charts.

This bulletin is intended to supply to State and local school officials and others interested in educational organization and administration the long-felt need for a guide to the study of local school units which would be rather extensive in its suggested principles, procedures, and sources, and which would contribute to the uniformity of the treatment and elements within the resulting reports.

Its content concerns: Problems in present organization, the recognition of need for study, and a plan for organizing the work and the staff to carry out this plan; the need for defining, stating, and adopting standards and objectives; collecting and organizing data to show present status and upon which to evaluate the present situation and project proposals for improvement; the legislative program; and the financial program.

This publication is a revision and elaboration of the handbook issued in 1936 by the Office of Education and used in the study of local school units conducted cooperatively by the Office of Education and Arizona, Arkansas, California, Illinois, Kentucky, North Carolina, Ohio, Oklahoma, Pennsylvania, and Tennessee. It includes a series of 41 forms for collecting and tabulating data, illustrations of various types of maps and charts, and a selected annotated bibliography.

American Vocational Association

★★★ *Democracy's Obligation to Youth* was the keynote of the thirty-third annual convention of the American Vocational Association held in Grand Rapids, Mich., December 6-9, 1939. In discussing this obligation, Administrator Paul V. McNutt, of the Federal Security Agency, asserted, "More and more clearly we are seeing that it is the business of government as the agent of democratic society to guarantee to every boy and girl, to every youth, and indeed to every adult, the opportunity to go as far as his talents will take him."

"It should be obvious to everyone," said Mr. McNutt, "that a most important element in personal and economic security is the element of occupational competence. It was this feeling of occupational competence which distinguished the farmers, artisans, and merchants of other days and helped to give them the feeling of personal worth and independence which issued in the birth of democratic governments. It is the lack of occupational security in a machine civilization which provides the tinder that demagogues have touched off in the youth movements abroad."

"New high-school courses to prepare for the practical work of life for the youth who will not go to college, new equalization of educational opportunity for all American youth are imperatively needed today." Mr. McNutt said further, "In constantly increasing numbers employers will not employ young people who lack the maturity which is represented by high-school graduation. This fact imposes upon secondary schools the necessity of adjusting their programs of instruction to meet the needs of a growing percentage of the youth population. Courses which are suitable primarily for youth who are college bound are not sufficient; nor is a program adequate which permits opportunity only for some specialization in the skilled trades, important as that is. New methods must be devised for relating education to all of life—especially in the area of civic and occupational competence—methods which will offer young people the kinds of education they need for the practical work of the home, farm, store, office, and factory."

"Can this be done? My answer is, Yes it can and it must be done. To do it will require, however, that we face the issue of cost."

"First of all," asserted Administrator McNutt, "there must be a much increased equalization of educational opportunity. Short school terms, early school-leaving age, the poverty of local school districts, total absence of vocational training facilities—all these must be vigorously attacked. There

must be a thoroughgoing reorganization of the administrative and fiscal basis for education to provide larger areas of support and control, especially for the education of the youth of ages 16 to 20.

"Inequalities of educational opportunity arising from the financial circumstances of the families of youth must continue to be attacked by programs of sustaining work along the lines of the student-aid program of the NYA. The development of scholarships, of student aid and especially of part-time work opportunities has only made a beginning; the learn-while-you-earn principle must find new applications which can be developed in cooperation with employers, with labor, and with government. In this field lies a continued challenge to the vocational educators."

Mr. McNutt added that he was not advising that every small school system offer a full course of occupational preparation, but rather that young people who live where such opportunities are not available be furnished transportation, tuition, and maintenance so that they might take this work in other centers. Vocational schools might well be developed, he said, as regional junior colleges or technical institutions offering terminal courses.

"The NYA and the CCC," Mr. McNutt continued, "in helping a relatively small number of our youth, have served to emphasize the long-recognized fact that there are values in work."

"Such programs of work, however, should be closely geared into the programs of our educational systems, particularly in the vocational education field, at every point so that we shall not be guilty of taking the time of youth, which is the precious time of preparation for life's work, under the inducement of wages for mere labor which does not prepare for later employment."

Mr. McNutt indicated that each State must be left free to work out for itself the readjustments of its program of secondary education necessary to meet the occupational needs of young people. "Vocational educators," he said, "are in a position of strategic importance to give leadership to such a program."

A Major Function

"It is a major function of education," he remarked, "to bring intelligence to bear upon life as it is lived in the factory, home, office, or on the farm. To do so will return education from the artificialities and sterilities of much of present-day formalized schooling by focusing it upon life as it is and as it ought to be lived."

In addressing the National Association of

State Directors of Vocational Education during their conference which preceded the opening of the convention proper, U. S. Commissioner of Education J. W. Studebaker, said: "In 1900, only 8 percent of the young people of high-school age were going to high school, while in 1939, the percentage is 68. With a total of 6½ million young persons in our 23,000 high schools, we find about half the schools with fewer than 100 pupils; and about 7,000 of them with only two teachers. What we have to do, generally speaking, is to create a situation in the United States, and in each State, in which it will be possible for young people to go to the kinds of schools or centers of education in which they can get the kinds of education which will prepare them for life. This demands greater flexibility in our educational institutions. It demands also that the State must see its obligation to these young people."

Dr. Studebaker said that millions of young people are not now getting the proper preparation for life's responsibilities because they must attend high schools which are tied to the mud roads. He said he envisioned a system under which vocational schools in various centers of each State would be made available to students selected through small but efficient guidance bureaus set up in each State department of education. He said funds should be made available to send selected students to these schools but that local taxpayers should not be expected to bear the entire cost of maintaining such schools. "Within reasonable limits the taxpayers of a community should finance the education of students in that community," Dr. Studebaker said, "but ultimately there must be a larger tax area. This will call for State and perhaps Federal participation. The Federal Government might well, under certain restrictions, provide funds to States which States would match on an easy basis to get this thing going. A Federal investment of \$50,000,000 on a 25 percent State matching basis which could be used for the purpose of transportation, maintenance, and tuition of young persons seeking vocational education opportunities would more than pay for itself in reducing the necessity of providing work relief for unemployed out-of-school young people," Dr. Studebaker prophesied.

Opportunity to Work

The needs of youth for occupational adjustment were also reiterated by Aubrey Williams, Administrator of the NYA. "Youth of America has as its greatest need the oppor-

tunity to work at something of a useful character for which it will get paid; but the need goes beyond the need of wages," said Mr. Williams. "There is no permanent place for relief agencies in this Nation. I think the people want the schools that now are functioning to handle the teaching and they want private industry to furnish the jobs." The NYA chief pointed out that "the NYA was not established as an educational move but as a relief move. It is true that some of our staff have not been able to avoid the urge to fit young people as quickly as possible for places in private industry. The training they have stressed, however, is secondary. All our projects must be production projects primarily and will continue to be just that."

Mr. Williams said further, "I feel that the Federal Government must get into the educational picture and implement it for giving back to American youth the chance to learn how to work. The skills necessary are a school problem, but the public and the Government must recognize that there is a need not being met." Mr. Williams admitted that particular emphasis had been placed on training in the NYA in the last few months and he said he realized that educators had cause for concern in some instances on this account. However, he hastened to assure the vocational educators that the NYA in its educational program had no intention of "moving in" to usurp any part of the school field; rather, it desired to secure the cordial cooperation of educational forces in providing the necessary vocational training opportunities which would assist out-of-school young people to secure employment.

M. C. Mobley, director of vocational education for Georgia, and newly elected president of the National Association of State Directors, presented a paper in which the common problems for those striving for cooperation between NYA and the vocational educators were stated to be: (1) A lack of vocational funds for payment of teachers of NYA youth employed on work projects, (2) difficulties of NYA enrollees in vocational classes in finding time for both work projects and vocational training, (3) shortage of equipment and vocational training facilities for handling the increased enrollments occasioned by NYA, (4) difficulty of holding instruction and training of NYA enrollees to vocational standards.

Addressing the first general session of the convention, W. J. Cameron of the Ford Motor Co., said, "You have laid a good foundation in basic principles, and I should say the reason for that is that you have worked for the pupil to bring him something he could use; you did not work on the pupil in behalf of something else that hoped to use him. Having the right motive, you began at the right end. . . .

"There would be something ghastly in an educational system that existed merely to turn out factory fodder, so to speak, boys mechanically stamped out into the shapes of various trades to fill some outside demand."

A Note of Confidence

L. J. Tabor, master of the National Grange, sounded a note of confidence in the future, speaking before the banquet session of the convention. "I totally disagree with those who feel this is an unfortunate time to live," said Mr. Tabor. "This is the golden age for the resolute, the courageous, and the heroic. Boys and girls daily face life's greatest opportunity in finding the grapes of promise in the restoring of a troubled world."

"We should not only put pressure on finding new plants and new crops but on the things that can be done for the social, educational, and recreational side of life," said the head of the grange. He added that agriculture has done a better job of handling a troublesome situation than any other group of the country, saying that in the face of low prices and unsatisfactory income the farmers have not only taken care of their own relief situations, in the main, but have absorbed more than 2,000,000 city people in recent years.

"Idle acres, idle dollars, and idle men create the challenge that has inspired authors and speakers to paint a dark picture concerning the future of our land," said Mr. Tabor. "The challenge can be answered by changing the emphasis in the training and development of youth. We must match the opportunities that we face with a faith equal to the present hour."

Sectional Meetings

Sectional meetings were devoted to discussions of different phases of the work in agriculture, industry, business, home economics, industrial arts and part-time education, vocational guidance, and vocational rehabilitation. It would be impossible to report the many interesting issues which were discussed in all these section meetings. Suffice it to touch upon a few of the high lights in some of them.

At a combined section meeting devoted to the topic, Vocational Education and the National Emergency, Maj. Frank J. McSherry from the Office of the Chief of Staff of the United States Army, pointed out that the United States faces a shortage in certain categories of skilled labor now, and would be in a difficult situation in the event of war. "If this country should become involved in a major war," said the Army Officer, "there will be a tremendous burden put upon our essential war industries. Raw materials and plant facilities are available, but from necessity it will be essential that semiskilled workers take over operations now performed by skilled workmen and that men skilled in a single operation or unskilled, take over work now performed by semiskilled workmen. Over a period of peace-time years, much could be done to minimize the confusion and disruption of production schedules incident to the expansion of industrial plants if employed semiskilled and unskilled workmen were given an opportunity through plant-training

programs to improve their skills. A part of this responsibility falls directly upon vocational schools through trade extension courses. Existing facilities of vocational schools must be expanded if this problem is to be solved satisfactorily."

In summarizing the discussion of this combined section meeting, C. A. Prosser, director of Dunwoody Institute, Minneapolis, Minn., stated that in the event of a real national emergency, the Nation would find that vocational schools and vocational teachers would be at its command to assist insofar as possible in meeting training needs. As to the present emergency which confronts young people in making the transition from school to work at a time when youth finds it increasingly difficult to secure employment, he emphasized the fact that vocational education provides no solution for the unemployment problem; rather he pointed out that vocational training simply improves the competitive advantage of the trainee who when he secures an available job precludes the possibility of immediate employment for his competitor. Vocational educators will be found ready to cooperate with the NYA or other governmental organizations in providing worthy vocational training to properly selected youth.

Closely related to the theme of meeting the Nation's responsibility for youth was the discussion in one of the agricultural section meetings which focused attention upon the problem of Placement and Establishment of Young Men in Farming. R. W. Gregory, United States Office of Education, summarized the discussion thus: (1) The biggest job facing America is that of helping young men get jobs, of helping young men wanting to farm to get into farming, (2) placement in farming is a local problem and will be solved largely on a local basis, (3) workers in vocational agriculture must know the facts concerning placement-in-farming opportunities, facts concerning both the quantity and the quality of these opportunities, (4) vocational agriculture education must be concerned with training programs and outcomes for all grades and classifications of farmers and not be satisfied merely with what it is able to do for a leadership minority. It should be pointed toward helping boys and young men get what they have to have to enter farming on any status.

At this same session, George P. Deyoe, professor of agricultural education, Michigan State College, presented the results of a study with respect to Placement and Establishment of Young Men in Farming in Michigan. This study served to emphasize the necessity for vocational guidance for young men in rural high schools. Mr. Deyoe said, "Guidance must be made increasingly effective through the use of information of the type disclosed by the Michigan study. With the large percentage of young men farming as partners, and to some extent with those in other types of farming status, it is quite evident that parent-

Panel Discussion

son relationships are of chief importance in the establishment in farming. For some farm-reared young men with training in vocational agriculture, it is probable that opportunities for success are greatest in other occupations related to farming."

Another important section meeting of agricultural teachers was devoted to a report of the committee on standards for vocational agriculture. With the passage of the Smith-Hughes Act providing for programs of instruction "designed for those who have entered upon or are preparing to enter upon the work of the farm and the farm home" vocational agriculture departments were often "tacked on" to general high schools in rural districts. For many years the chief emphasis was upon the quantitative extension of the vocational agriculture program. More recently the attention has focused upon qualitative improvement. A committee on standards for agricultural education was appointed to formulate evaluation instruments which are now in process of validation by use in the field. It is hoped by means of the evaluation program to stimulate effort to improve present standards and practices in agricultural education.

As reported by B. Frank Kyker, Acting Chief, Business Education Service, U. S. Office of Education, the outstanding trends in discussions at the business education section meetings may be listed as follows: (1) Increasing collaboration between business educators and business groups, in the promotion and organization of training programs; (2) increasing collaboration of trade associations in the development of instructional materials; (3) in addition to the usual courses in salesmanship, a greater emphasis is being placed upon the development of courses stressing merchandise information and the managerial phases of business.

The highlight of the business education section was the joint luncheon meeting with the Grand Rapids Advertising Club, Sales Managers' Club, Association of Commerce and Industrial Bureau, which was addressed by Paul H. Nystrom, professor of marketing, Columbia University, New York City, and a member of the Federal Advisory Board for Vocational Education, on the subject *The New Approach to the Problem of Business Improvement*.

Among high points in the discussions of the industrial education section meetings, as reported by L. S. Hawkins, Chief, Trade and Industrial Education Service, United States Office of Education, were the following: (1) Development of training programs for the aircraft industry, (2) a growing interest in and understanding of the program of apprenticeship training of the Federal Apprenticeship Committee, (3) effects of Federal social and labor legislation on vocational industrial education programs, (4) improvement of supervision at State and local levels, (5) increasing cooperation with Federal and State governmental agencies.

Another highlight of the convention was the panel discussion at the luncheon meeting of the Trade School Principals' Association in joint session with the National Council of Local Administrators of Vocational Education and Practical Arts. At this session, under the chairmanship of Franklin J. Keller, principal, Metropolitan Vocational High School, New York City, there was a lively discussion of the problem: *Can We Train for Versatility?* in which Howard A. Campion, assistant superintendent of schools, Los Angeles; Walter B. Jones, department of industrial education, school of education, University of Pennsylvania; Edwin A. Lee, professor of education, Teachers College, Columbia University; and Charles A. Prosser, director, Dunwoody Institute, Minneapolis, participated. The issue discussed came out of the report of the Regent's Inquiry into the Character and Cost of Public Education in the State of New York,¹ in which the recommendation was made that training be directed to the development of versatility of skills in order to facilitate transfer from one job to another, especially upon the level of semiskilled employment. Mr. Prosser argued that training for versatility of skill within a trade field is to be encouraged, but that there was not such versatility as would operate between various trades. Mr. Keller raised the question: *How broad is a trade?* Mr. Campion emphasized the necessity of some specialization in skill training in order that the trainee might have some merchantable skill to sell to the employer. Mr. Lee took the position that there is contradiction in terms in the phrase "generalized vocational education." Vocational education is always specific insofar as it is pointed to a particular result, employability. In the light of the usual practice of selective admissions to trade schools, the question was raised as to whether the vocational school has a responsibility to take any and all youth who apply for admission and attempt to give them such specific training as will assist them in finding and keeping a job. Mr. Prosser urged that if, because of limitation of funds or facilities, it was impossible to take all students, then, naturally, the selection "would be from the top rather than the bottom of the heap."

The conclusion which this panel discussion seemed to arrive at may be stated as follows: The community has a responsibility to provide vocational training opportunities for all the youth of the community who desire such training. In so doing, it will probably be best to specialize the schools or training courses to point to particular semiskilled or skilled occupations. We must refine and define our goals for vocational education; limit and specialize our efforts; serve all citizens but not with the same pabulum. Stigma should attach to attendance on a vocational school only to the degree that the school cannot place its trainees in the employment for which trained. Vocational

¹Norton, *Education for Work*, McGraw Hill Pub. Co.

tional education has an obligation to the top tenth of the pyramid of vocational abilities, as well as an obligation to the lower tenth. Training for versatility or adaptability consists of giving a wide variety of skills in a particular occupational field or area, with enough specialization and intensification of skill training to insure satisfactory work upon some job in that field. To the extent that general education is being reorganized upon a functional basis, and is emphasizing the practical arts, will it tend to approximate the sort of training which makes for versatility and adaptability in the semiskilled fields.

Section meetings of the home economics group were devoted to the following general topics: (1) Homemaking education in community programs, (2) progress in community cooperation for improved family living, (3) promoting pupil growth through student-club organizations. As reported by Edna P. Amidon, Chief, Home Economics Education Service, United States Office of Education, the trends appearing in the discussions in the home economics section meetings were: (1) Increasing cooperation of all community agencies in a program of education for home and family living, (2) increasing cooperation in planning joint programs of education with other vocational education services, (3) increasing emphasis upon the responsibility of home-economics education to provide part-time classes for youth and extension classes for adults who are out of school, and (4) growing emphasis in teacher-training institutions upon the requirement of practice teaching with out-of-school youth groups.

Important subjects for discussion in the industrial arts education section meetings were: Industrial arts and its public relationships, some new developments in industrial-arts education, the general shop comes of age, and industrial arts in modern education.

In vocational guidance section meetings the following topics were discussed: An overview of a vocational-guidance program, problems in the coordinated study of the occupational opportunities in a community, inducting youth into employment, the guidance program in a vocational school, and an evaluation of attainment in vocational guidance. According to Harry A. Jager, Chief, Occupational Information and Guidance Service, United States Office of Education, the outstanding trends apparent in the discussions in the vocational guidance section meetings were: (1) A growing recognition of guidance as an integral part of the educational structure in general and of vocational education in particular, (2) emphasis upon the need for doing what is practical now under the conditions in which schools find themselves as a beginning of a guidance program rather than waiting for perfect conditions, (3) the interrelation of guidance with every aspect of vocational education to the extent that other sectional meetings seldom adjourned without discussion on guidance aspects of their fields.

In concluding the session of the thirty-third

Conventions and Conferences—(Continued)

annual convention of the American Vocational Association, announcement was made of the election of Robert O. Small, State director of vocational education in Massachusetts since 1913, as president of the association, by unanimous vote of the house of delegates. Other officers elected were: Treasurer, Charles W. Sylvester, director of vocational education, Baltimore, Md.; vice president for agricultural education, Fred A. Smith, State director for vocational education, Little Rock, Ark.; vice president for home economics, Florence Fallgatter, head of home economics

education department at Iowa State College, Ames, Iowa; vice president for part-time schools, O. D. Adams, State director for vocational education, Salem, Oreg. President and treasurer are elected for terms of 1 year, vice presidents for 3 years.

It was also announced that the 1940 convention will go to San Francisco, Calif., conditioned upon the usual requirement of an inspection and approval of convention facilities by the executive officers.

RALL I. GRIGSBY

Vocational Rehabilitation Case Work Techniques

*** Since the inauguration of the national vocational rehabilitation program, it has been the custom of the Federal agency of administration to organize and conduct training conferences for persons engaged in the work in the States. These training conferences have been organized on a regional basis and in recent years have been held every other year.

The United States Office of Education, Vocational Rehabilitation Division, has just concluded four such regional training conferences, the last one being for the central region, which took place in November. The Central Regional Training Conference was held this year at the Center for Continuation Study, University of Minnesota, and the program provided for the consideration of various techniques in fields of work related to the case work program in rehabilitation.

The Center for Continuation Study offers unique facilities for the type of training conference which was organized for the workers in the central region. Excellent facilities were provided for the meeting, and the majority of the members lived at the center during the conference.

Instead of attempting to include problems of administration, as well as those of case work, in this conference, the discussion was limited to the various phases of the physical, vocational, and social diagnoses of a disabled person as part of the process of selecting his vocational objective. The success of the individual plan of rehabilitation for a disabled person depends largely on the ability of the case worker to appraise an individual's physical and vocational capacities and to evaluate the conditions of his environment which affect his employment opportunities. In the discussion of physical diagnosis the techniques

for the appraisal of the physical capacities of an individual were included, as well as the special knowledge required for the successful rehabilitation of heart cases, persons injured by tuberculosis, and those disabled by hearing defects.

Describing Procedure

The techniques and procedures required in vocational diagnosis were given major attention since the rehabilitation case worker himself is responsible in large measure for this phase of the case study. Clinical procedures in guidance as well as the techniques of diagnosis were included in this discussion. Special attention was also given to the vocational adjustment of adult workers and the techniques involved in studies of occupations. Case work methods as applied to the individual treatment in the rehabilitation of a disabled person concluded the discussion of vocational diagnosis.

The faculty provided by the center as part of the service available for institutes and training conferences included specialists from the various university departments representing the particular phases of the rehabilitation program which were selected for study. The formal presentation of each subject was made by a faculty member. Following the formal presentation, one of the State supervisors of rehabilitation opened the discussion as a commentator. The function of the commentator was to interpret the formal presentation in terms of its application to the everyday problems of a State program of rehabilitation. For each subject on the program a summary committee, or review group, was given the responsibility of summarizing the discussion. Each summary

committee prepared its report during the conference and these reports, mimeographed at the center, were available for distribution among the conference members and used in general discussion on the last day of the meeting. The summary committee reports and the papers presented by the faculty members will be included in a conference report to be issued later by the Office of Education.

At a round-table meeting arranged for State supervisors, an opportunity was given for a discussion with the representatives of the United States Office of Education of the proposed expansion of the rehabilitation program as provided through authorization for increased appropriations for the work. A major problem in connection with the proposed expansion is the type of rehabilitation service to be given to persons who cannot be made completely self-supporting but who can be trained for employment which will provide returns sufficient to give partial self-maintenance. Another question which was discussed was the provision of living maintenance for persons who are to be put in training but who are not able to maintain themselves during the training period.

There were 103 registered delegates at the conference. These delegates are officials engaged in either rehabilitation case work or administration in the vocational rehabilitation programs in the 10 States which comprise the region. There were representatives also of programs, both public and private, related to rehabilitation, at the conference. The Public Employment Service, the Social Security Board, the National Youth Administration, the American Red Cross, and the National Tuberculosis Association sent representatives.

In 1921 when the national program of vocational rehabilitation was initiated, the Federal agency of administration called four regional conferences for the purpose of discussing with State officials the problem of inaugurating the State programs and recruiting the staff members to carry on the work. One of those regional conferences in 1921 was held in St. Paul. There were not more than 15 persons in attendance at that meeting and the discussion covered the need of determining the size of the problem, the type of office and staff organization for a State, and the most effective means of securing and maintaining support for the State program.

One need only compare the size of the 1921 conference and its program with the conference just held in Minneapolis to appreciate the development which has taken place during that period in this work. The 1939 conference brought together 103 experienced persons, eager to add to their professional equipment a more scientific approach to their work and a knowledge of the various techniques to be used in appraising the assets and liabilities of disabled persons as they relate to their vocational adjustment to productive employment.

TRACY COPP

Conventions and Conferences—(Concluded)

National Association of Public School Business Officials

★★★ Although the program of the National Association of Public School Business Officials, was not built entirely around any one central theme, major emphasis was given to the professional nature of school business management and the need for professional standards in the appointment of persons handling business problems.

The professional attitude of the school business managers is perhaps most evident in the research program of their national association carried on between annual meetings by research committees. In 1938-39, 10 such committees were at work. The first day of the conventions is given over largely to meetings of these committees which report the results of their year's work for consideration and discussion at section meetings and round-table conferences in the afternoons and evenings during the convention.

The research committees working at present are attacking the following problems:

1. School accounting practice.
2. School floors.
3. Pupil transportation.

4. Playground surfacing.
5. Insurance.
6. Cafeteria costs.
7. Extracurricula activities accounting.
8. Electric rates.
9. Simplified specification standards.
10. School house construction (liaison committee with the National Council of School House Construction).

The results of the work of these committees will be published either in the form of reports or papers in the Proceedings of the Twenty-Eighth Annual Meeting or in the monthly magazine of the organization, *School Business Affairs*, or in the form of bulletins of the association.

The United States Office of Education was represented at the convention by the Chief, Division of Statistics, who has worked with the research committee on school accounting practice for 3 years and Lester B. Herlihy, associate specialist in educational statistics, who has attended the meetings of the committee on pupil transportation for 3 years.

EMERY M. FOSTER

★★★

Americanization via School Savings

(Concluded from page 141)

his industry. He learns that waste at home leads to waste of public property; that he must begin by saving his health, because aside from the inconvenience brought on by illness, it deprives him of ability to play ball, to compete with his fellows or to enjoy the activities which interest him most.

He learns to conserve school equipment, because money spent for repairs (for which he or his playmates are responsible) means that there will be that much less to spend for playgrounds and recreation areas. He saves because it leads to that independent feeling that he can do for others as well as for himself. Later in life, the development of this idea leads him to use his ability for the good of the particular community in which he lives.

Pupils who are consistent savers learn to save along many other lines. They learn that they should do their part in conserving city, State and National resources. It is not such a far cry, as some would imagine, from the instinct which prompts a child to refrain from destroying flowers in his neighbor's yard to the public-spirited citizen who in later years donates property to be converted into a public park.

Unselfishness is a childish trait. It persists until some adult weakens or obliterates it by conduct which discourages the child. Chil-

dren are naturally patriotic. Each one thinks his home is the best; his school is the best; his country is the best—and woe betide the dissenter! Some day he may read Plato and learn that centuries ago there was a Greek philosopher who made patriotism a lofty ideal and placed the welfare of the "social whole above that of the individual," but he may not be surprised. He, as a modest disciple of thrift, will have been doing it all his life.

School savings is a foundation stone in character building. In neighborhoods where school banks flourish, there are few serious "discipline cases" in the schools. Why? Let me quote a young saver. He says it well: "We don't want any troublemakers in our school. They waste the teacher's time when she could be teaching us." Playground ostracism is far more potent than old-fashioned methods of handling youthful disturbers.

After an experience of over 12 years in supervising the work of school savings and thrift education in the New York City public schools, I do not hesitate to say that I believe that, with the exception of the all-important foundation of religious belief, there is no better influence for good in our educational system than this activity, because it contributes to the immediate as well as the ultimate advantage of the children, the city, and the country.

Property Records

If you are looking for record forms for accounting for the property of the local school unit you may be interested in the *Annual Financial and Statistical Report of the Board of Education of the City of New York, N. Y., for the Fiscal and Calendar Year 1938.*

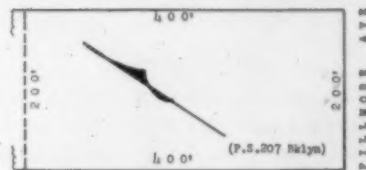
The real-estate section of the publication has a compact, concise record of each new building, showing a photograph of the building, a diagram of the site, a complete record of the method of acquiring the site, showing from whom and at what cost each parcel of land was obtained, when and where the deeds were recorded, and the cost of "Site and expenses" and "Building and mechanical and furniture equipment."

PUBLIC SCHOOL 207



BUILDING (CLASS A) PUBLIC SCHOOL 207
BOROUGH OF BROOKLYN
Occupied Jan. 11, 1937

COLEMAN STREET



KIMBALL STREET
DIAGRAM OF SITE, P. S. 207
BOROUGH OF BROOKLYN

PROPERTY RECORD
Public School 207, Borough of Brooklyn, School District 25, No. of Parcels 1
Location: Coleman and Kimball Sts. and Fillmore Ave. Sec. 25 Block 6484 Lot 1

PARCEL	RECORD OF ACQUISITION	FROM WHOM ACQUIRED	CONSIDERATION
"A"	Condemnation	(1) Unknown Owners	\$1,175.00
		(2) Unknown Owners	1,450.00
		(3) Wallston Realty Co.	675.00
		(4) Carl E. B. Oberg	1,350.00
		(5) Bennett Milnor	1,150.00
		(6) Curtis Gandy and Louise A. his wife	2,025.00
		(7) Eliza B. Evans, Frances A. Rudy, Mary E. Evans &	
		(8) Unknown Owner	1,350.00
		(9) Christopher Brazil and Mary, his wife	675.00
		(10) Second Surrender Land Co.	675.00
		(11) Robert H. Scourgon	1,350.00
		(12) Josephine Rasmussen	675.00
		(13) James Gavigan	675.00
		(14) Unknown Owner	675.00
		(15) Margaret A. Phelan	675.00
		(16) Adelaide M. Phelan	675.00
		(17) George O'Shea	1,350.00
		(18) Esther Richter	1,350.00
		(19) Unknown Owner	1,350.00
		(20) Wallston Realty Co.	1,350.00
		(21) Unknown Owner	675.00
		(22) Edwin G. Osterlander	675.00
		(23) Jessie M. Bussing	775.00
		(24) Adolph M. G. Bussing	775.00
		(25) William F. Whitmore	1,350.00
		(26) Ann T. Kelly	1,375.00
		Total Awaide	\$27,150.00

PARCEL	TITLE VESTED	DATE OF CONFIRMATION	DATE OF FILING
"A"	Aug. 22, 1924	June 23, 1925	June 27, 1925
Approximate Area of Site in Square Feet: 80,000			
Year of Erection of Building: 1926, 1937			
Cost:			
Site and Expenses			\$ 29,895.15
Building and Mechanical and Furniture Equipment			803,836.20
Total Cost			\$833,731.35

From the Annual Financial and Statistical Report of the Board of Education of the City of New York, N. Y., for the fiscal and calendar year 1938.

Guidance Attitudes in Civilian Conservation Corps

By Howard W. Oxley, Director of CCC Camp Education

★★★ In the April 1939, issue of *SCHOOL LIFE* there appeared an article entitled "Guidance in CCC Camps." It attempted to describe briefly a projected scheme for the organization of a practicable program to be established in each camp. It is still too soon to evaluate the plan accurately in terms of results. But some idea of its effectiveness may be gleaned from the statements made by the officers, technicians, foremen, advisers, and enrollees who compose the personnel of the organization. The present article, then, will be an account of attitudes and ideas regarding the guidance program as they have filtered through the minds of the men in the camps.

Five Major Steps

The guidance program as planned involved five major steps—orientation, counseling, assignment, evaluation, and finally placement and follow-up. A company commander in a middle western State, who had been unusually successful in handling his men, stated his views of the orientation process in the following rather breezy but none-the-less sincere terms.

Orientation

"Orientation carefully planned and thoroughly carried out will do more than anything else to keep the recruit from deserting. The first 2 weeks are the formative period in his enrollment. He is usually in a receptive frame of mind for instruction and if, during this time, I can impress upon him the fact that I am not only his commanding officer, but his friend, I may rest assured that he will take his problems to me instead of going home with them. . . . I have a good letter drawn up and printed, ready to mail to the boy's parents as soon as enrollment is completed. The folks at home need orientation as much or more than the boy. Only too often, homesickness is actually a fond parent's son-sickness.

"On the work project, our superintendent and foremen deserve much praise for taking particular pains to carefully orient new enrollees. A helpful plan at this camp has been taking the recruits on a one-day trip over the projects. Each project is fully explained. The enrollee, as much as practicable, may choose his own type of work. The using service does all in its power to make the first several weeks' work even more pleasant than at other times. Of course, the new man must learn from scratch that a good day's work is demanded, but there is never an excuse for



Counsel and guidance.

placing soft new men on the business end of a gravel scoop.

Counseling and Assignment

"We sincerely try to make the enrollees want to stay. I think there are those rare few who are going to be dissatisfied and a whole flock of archangels couldn't persuade them to be otherwise. . . . In case the enrollee does take out through the brush, it is our unvarying policy to go after him. . . . One time, we had to go after a boy on three different occasions. Yes, it got tiresome, but finally that boy realized that we wanted him here and he decided to stay, making one of the most satisfying progresses I have ever seen in the C's. The surgeon and educational adviser took him under their wing. He learned to read and write, care for his person in a sanitary manner, grew better looking and clearer thinking each day. He even saved his money and bought the first suit of civies he ever owned. He's out of the C's now. I don't think he'll ever be President of the United States. But the CCC gave him the first break he ever had and we're mighty glad we took the extra effort and time to persuade him to stay. We'd gladly do it again, wouldn't you?"

The second and third major steps in the CCC guidance program are called counseling and assignment. The purpose of the counseling process is to ascertain the interests, needs, and abilities of the enrollee, to assist him in finding a vocational and related educational objective, and to aid him in making necessary adjustments in such matters as personality and health. The purpose of the assignment process is to furnish the enrollee with the type of work experience and training most closely related to his vocational objective. These phases might best be exemplified by an adviser's account of his work in the adjustment of an enrollee.

"The case of enrollee B was brought to my attention late in September 1938, when, in the course of interviewing new men, I was struck by the fact that here was a boy of good intelligence who needed help. During the course of the initial or orientation interview, B answered all questions intelligently but seemed uncomfortably shy and ill at ease in spite of everything that I did to establish rapport.

"In October, B was given a battery of tests which included the Terman Group Test of Mental Ability, the Minnesota Paper Form Board Test for Mechanical Ability, the Min-

nesota Vocational Test for Clerical Workers, the Wrenn Study-Habits Inventory, the Strong Vocational Interest Blank, and the Bell Adjustment Inventory. . . .

"Subsequent interviews revealed that he had suffered a period of illness from the time he was 4 until his eighth birthday, that he had not started school until he was 8 years old, and that his family had been divorced when he was 7 and had placed him with another family who promised to bring him up in return for weekly payment of room and board. This family seems to have fostered good qualities of character in the boy but failed to stimulate his ambition and has not bestowed the love upon him that the ordinary boy receives from his parents. . . . A transcript of records from the high school in his home town showed 2½ years of high school completed with good and excellent grades. . . .

"That the boy is an individual of high ability was borne out by the 124 I.Q. score on the Terman Mental Test, the percentile rating of 95 on the clerical aptitude and the percentile rating of 95 on the mechanical aptitude test. The Strong Vocational Interest Blank showed straight A's as a chemist, engineer, or as a physicist. It is also quite obvious that B's shyness and feeling of inferiority have their roots in his early childhood. The Bell Adjustment Inventory, while showing normal scores in health and emotional stability, registered a zero in social traits. There is further revealed how unhappy his childhood has been, that he has missed the love and affection of a normal home, that he often has a consciousness of inferiority and that he lacks dominance and self-assurance.

"I believe that the greater part of his difficulties are directly attributed to his early period of illness and his lateness in getting started in school. It is quite natural that he should be and feel out of place with children 3 years his junior particularly since he was not able to catch up with his age level until the sixth grade. By that time the undesirable and unhealthy mental patterns had already been firmly established. His unsatisfactory home conditions and school maladjustment produced a boy who grew more and more aloof in an effort to escape the social conditions with which it was so difficult to cope.

"It is my belief that B is of definite college timber and can make preparation for college in camp by completing his high-school work. Perhaps he may do well as a research worker.

"B's problems have been diagnosed in three general fields—namely, social, educational, and vocational. He must be encouraged to develop an ability to get along with people, at least to the point where he will not feel uncomfortable in his social contacts. He should be motivated to extend his educational background, and finally, he should be convinced of his ability in order to restore his self-confidence.

"All case data were laid before B to show him his strong, as well as his weak points and his problems presented in the following manner.

In the matter of social maladjustment he was only too ready to agree with the clinical evidence. He was told that there were at least two avenues open to him. He might continue in his present set of habits or he might adopt a definite program to correct his difficulties. It was pointed out to him that if he does choose the former he would no doubt get through life with an average or perhaps better than average success but that no matter what he did, he would likely have to deal with people to some extent, and that these contacts would probably always be unsatisfactory and might prove a barrier to social advancement. On the other hand, he was shown that it would not be an insuperable task to correct his social deficiencies and that once corrected, the path of life ahead would be fraught with less difficulty and would be made happier and more satisfying by successful contact with people. B appeared anxious to do something about his social difficulties and readily agreed to the latter proposition.

"The vocational problem was another matter altogether. Even though he was quite apparently amazed and pleased by his superior mental aptitude and vocational interest scores, he nevertheless does not believe that he possesses the ability to go through college. The idea of doing research work appeals to him strongly but, at present, he lacks the self-assurance and dominance to see the plan through. Lack of sufficient funds is, of course, a serious difficulty in this regard. He has decided to reserve his vocational and collegiate decision until he has had an opportunity to consider the matter more fully.

"Based on this analysis, it was suggested to B that he attempt to overcome his social inadequacies, first by voluntarily contributing his opinion in every class discussion, no matter how difficult this may seem; secondly, by deliberately making an effort to engage some person in conversation each day; finally, by joining a camp club, and accepting responsibility for part of its work.

"Insofar as his educational and vocational problems are concerned, it was suggested that he take courses to complete his high-school work. Moreover, in order to stimulate his ambition and to place him in a job which would challenge his abilities, it was recommended that he be transferred from the Gipsy Moth Crew to the Forestry Research Department. Here he would work under the direction of an outstanding research technician and would obtain first-hand experience with some of the tools of research, such as the microscope, the graph and many other devices."

The adviser went on to relate that B accepted these suggestions readily and put them into effect. He lost his shyness to a great extent, formed many friendships in camp, and became a happier and better-balanced person. He achieved fine success in his high-school courses and gave indication that he would pass the equivalency examinations for a high-school diploma with ease. His transfer to the Forestry Research Department had not been

effected at the time the report was written but it had been approved by the company commander and project superintendent, and B looked forward to his new job with great eagerness.

This is an outstanding example of some of the fine personal development of enrollees that is taking place through the application of sound guidance techniques by an intelligent and sympathetic camp staff. These practices are growing more widespread in the camps day by day.

Evaluation

The fourth major step in the guidance program is called evaluation, and its purpose is to check the progress the enrollee is making and to readjust the program where necessary. An adviser in Texas describing this phase of the work in his camp states:

"Although every effort has been made to keep from developing too rigid a 'system' for coordinating the work of the counselors it has been necessary to use two forms. The rating sheet serves to bring together the judgment of those in camp concerning each enrollee. The ratings are made each quarter and at the time of discharge and become a part of the records of the enrollee. They serve as an excellent indicator of the progress of the enrollee under the camp influence and point out to the staff those who should be given assistance. The camp staff is liable to fall into the error of counseling with only those enrollees who come forward for assistance. The matter of placing on record a complete judgment of the enrollees' abilities, conduct, and growth keeps the staff constantly aware of its responsibilities. At the time of the introduction of this rating plan a company meeting was held and the enrollees advised of the contents of the rating sheets. Their use has increased the interest of the enrollee in his own record and shown him the value of having a good record for reference.

" . . . As a matter of routine the camp adviser is available for conferences with the foremen, teachers, and other officials every Friday afternoon to discuss individual situations. At that time each week any enrollee who has been rated exceptionally low in any division of the rating sheet is discussed and plans evolved to assist him."

The fifth and final step in the program—placement and follow-up—will be discussed in a later issue of *SCHOOL LIFE*.



Lantern Slide Lecture

The Conquest of the Colorado River, a new lantern slide lecture which tells the story of Boulder, Parker, and Imperial, the three dams which control America's most dangerous river and put it to useful work, is now available for distribution. Requests for loan will be filled in the order they are received, and should be addressed to the Bureau of Reclamation, Washington, D. C. There is no charge, except that the borrower is responsible for the express fees.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

What Would You Do?

If you were to take your high-school work over, what course would you take? What occupational training courses would you pursue? These questions were propounded to high-school graduates and nongraduates of Wyoming, who had been out of school for periods ranging from 6 months to 10 years, in connection with a pupil follow-up survey conducted by the State department of education. Replies to the questions were received from 1,714 graduates and 309 nongraduates.

Of the boys who replied to the first question, 18.1 percent of the graduates and 36.1 percent of the nongraduates said they would elect trade and industrial courses. This is in comparison with 26.4 percent of male graduates and 7.6 percent male nongraduates who declared in favor of college preparatory courses.

Of the girls who replied to the question, 42.2 percent of the graduates and 30 percent of the nongraduates said they would elect commercial courses. Of further interest, also, is the fact that 11.7 percent of the graduate girls and 33.7 percent of the nongraduate girls said they would take home-economics courses.

The Wyoming study shows further that only 19.2 percent of the graduate girls and 8 percent of the nongraduate girls, voted in favor of college preparatory training.

Of the boys who replied to the second question, 60.4 percent of the graduates and 73.6 percent of the nongraduates said they would elect the mechanical occupations. In highest favor among the girls were the clerical occupations—64.1 percent of the graduates and 56.9 percent of the nongraduates declaring for these occupations.

Commenting on the facts revealed by the pupil follow-up survey, the Wyoming Department of Education says: "Based upon the evidence of the extent of schooling our boys and girls in Wyoming are actually getting, the conclusion is indicated that, if the schools would provide for the needs of all of the pupils, the high-school program of offerings should include:

"(1) College preparatory courses for the 20 percent who start to college;

"(2) Such education and training as will prepare the 80 percent who do not go to college for direct entrance into the activities of life without benefit of college training."

Lacking

Twenty-two departments of vocational agriculture in Idaho rural high schools cooperated with the Department of Agriculture at the University of Idaho last year in conducting fertilizer experiments. The object of the experiments which were conducted by

vocational agriculture students, affiliated with local chapters of Future Farmers of America on 43 observation plots, was to determine the response of various crops to applications of nitrogen, potassium, and phosphorus.

The year's experimental operations indicated the lack of one or more of the three chemical elements in the soils in some sections of Idaho. The experiments are being continued during the current year.

Occupational "Try-Out"

The "occupational try-out" plan is being used in some schools offering cooperative part-time training in the distributive occupations, in an attempt to select for such training only those who, it is reasonably certain, can profit by it.

Where this plan is followed prospective students are placed on temporary jobs in local retail stores for the period, August 15 to September 15, with a view to determining whether they are fitted in temperament, ability, intelligence, and social attitude, to continue training on a class-room-employment basis in a part-time cooperative training program.

Such "try-out" courses are not reimbursable from Federal funds, but they provide a means whereby undersirables may be eliminated and only those who are employable accepted for training on a permanent basis.

Too Brief

The importance of educating Negro parents to the need of permitting their children to continue their education at least through junior high school, is emphasized by the Delaware State Board for Vocational Education in its annual report to the United States Office of Education.

"There is a feeling among Negro parents," the board declares, "that the girl who finishes six grades of school has reached an acceptable goal in her education. For this reason the girls drop out of school between the sixth and seventh or sometimes the seventh and eighth grades. Economic pressure causes these girls to take jobs at whatever wages they can get for untrained service. It is evident that work is needed to build up parent attitudes toward sending their children to school through the junior high school at least."

The board gives expression to this declaration in its report on home economics education for Negro girls in which it states that "the homemaking program for Negroes in the secondary schools has nearly reached its capacity for expansion on the basis of the number of pupils enrolled in the seventh grade and above."

Hotels for Laboratories

Eight cities in Michigan last year offered training courses for work in the tourist and resort business. In these courses, which were carried on through the cooperation of the distributive education division of the State board of control for vocational education, youth receive 4 weeks of intensive training, 4 hours a day, under experienced resort owners, for work as waitresses, chambermaids, busboys, and bellboys in the hotels and resorts of Benton Harbor, Grand Haven, Ludington, Traverse City, Charlevoix, Petoskey, Manistique, and Dowagiac.

Courses are open to out-of-school youth 16 years of age or older who have the personal qualifications required for the work. Local hotels and resorts are used as practice laboratories.

In Dowagiac the program was conducted by Carl Horn, superintendent of schools, in cooperation with the NYA. Those who enrolled for the course, which was given just prior to the opening of the summer tourist season, were housed in a resort on Dewey Lake for a month. The actual duties of resort employees were assumed by the trainees. Practical instruction was followed by hours of practice. A description of this course issued by the Michigan vocational education authorities states: "Routine jobs became interesting experiments; menial labor lost its drudgery. Woven into the instruction program was the romantic history and lore of the community, information concerning other recreation spots in the State, scenic wonders, best fishing places."

They Want Another Year

The State board for vocational education in Delaware reports that there is a continued demand for a fourth year of work in home economics on a secondary school level. This demand is coming from both pupils and school administrators. Emphasis is placed upon the need of working out for this purpose a program of instruction which will take into consideration the home activities of young married women, as well as the need of training for wage earning of girls who do not expect to continue their education beyond high school and who need a job to span the years before marriage.

Records prepared by the State board for vocational education in Delaware show that 874 pupils, white and Negro, enrolled in ninth-grade homemaking courses at the beginning of the 1938-39 school year. This is in comparison with 503 enrolled in tenth-grade, 273 in eleventh-grade, and 85 in twelfth-grade classes.

Homemaking is one of the required subjects in the seventh and eighth grades in Delaware and is elective in the upper grades in white schools.

They Study Instruments

An innovation in vocational training was started at the Charleston (W. Va.) Evening Trade School recently when a course in the theory and servicing of industrial instruments was established.

The class was started to provide training for employees of industrial plants in and around Charleston, most of which maintain instrument departments employing from 1 to 50 men.

Forty-four men, all of whom were actually employed in instrument work, signed up for instruction. In education these men ranged from those with only a ninth grade education to those who had 2 or more years college or university credit.

Since all of the men enrolled had had some experience with instruments, it was decided to emphasize in the course the underlying factors or theory behind the various types of instruments. The primary objective of the course was to develop instrumentmen who would be able to service efficiently any type of instrument on any process.

Such subjects as temperature measurement, pressure measurement, electrical temperature measurement, and flow measurement; automatic control; photo-electric cells; thermal conductivity; gas analyzers; and telemetering are covered in the Charleston course. Students are constantly reminded that a knowledge of these subjects is necessary for instrumentmen. Instrument repair work done on a trial-and-error basis, it is pointed out, frequently ends in error. It is pointed out further, also, that the instrument mechanic should become thoroughly familiar with the various processes on which his instruments are used. "A great deal of time and money can be saved, for instance," C. B. Cochran, in charge of instruction in the Charleston course, brings out, "by the man who is able to diagnose trouble which supposedly originates in the instrument department but which actually arises in some other part of the process."

The Charleston course, which covers a period of 24 weeks, is presented on an intensive basis. "Twenty-four weeks," says Mr. Cochran, "is a relatively short time in which to present any type of course in instrumentation, so we had to arrange our time so that the most difficult subjects would receive the maximum time allowed under the circumstances. We had to keep in mind that we would possibly tend to slight some of the simpler, but nevertheless fundamental, subjects. Consequently it was necessary to 'feel our way', so to speak, through some of our first lectures just to see how our students would grasp our presentation. In this manner we soon were able to apply the proper amount of time to the var-

ious subjects which indicated a need for more intensive work."

New Staff Member Appointed

Ward P. Beard, formerly identified with agricultural education in South Dakota, has recently been appointed to the position of specialist in agricultural education.

For the past three years Mr. Beard has been employed as education specialist in the United States Forest Service, in which position he was responsible for the preparation of material on forestry for teachers, acted as consultant in conservation education with State departments of education and teacher-training institutions which were developing programs in conservation education, and was in charge of public-school relations activities of the regional offices of the Forest Service.



Ward P. Beard, recently appointed specialist in agricultural education, U. S. Office of Education.

Previous to his appointment to the Forest Service, Mr. Beard served successively as teacher of vocational agriculture in the Brookings (S. Dak.) High School, critic teacher in agricultural education for the South Dakota State College, State supervisor of agricultural education in the State department of public instruction of South Dakota, and as teacher trainer in agricultural education at the South Dakota State College. During his term as teacher trainer Mr. Beard participated in the State program of curriculum revision and was in charge of a curriculum study in agricultural education covering all-day, part-time, and evening-school courses of study. He gave special attention to the improvement of the supervised practice program for vocational agriculture students in high schools in the State and served in a liaison capacity between State farm organizations and the State department of public instruction.

Mr. Beard is a graduate of the college of agriculture of the University of Illinois and

holds the degree of master of education from the University of Wisconsin.

In his new position with the Office of Education, Mr. Beard will be responsible for the preparation and dissemination of subject-matter material for vocational agriculture teachers and will cooperate with State supervisors of agricultural education and others in the subject-matter field.

Marching On

Young Farmers' Associations are increasing rapidly in numbers and in membership, reports from various States show. Young Farmers' Associations, it should be explained, differ from the Future Farmers of America in that they are composed of young men who are out of school, who are engaged in some phase of agricultural activity, and who are enrolled in part-time classes in vocational agriculture, while the Future Farmers of America organization is composed of farm youth who are still enrolled in day vocational agricultural classes.

Especially interesting is the information on Young Farmers' Associations in Ohio, revealed in a study made in that State in 1930 by F. J. Ruble, training teacher in agricultural education at Grove City, and recently brought up to date by Glenn W. Miller, graduate student in agricultural education.

This study shows that the Young Farmers' Associations, which were originally known as Young Men's Farming Clubs, have increased in number from 1 club or association in 1921 to 193 in 1939 and now claim a membership of approximately 5,000.

Among the purposes of Young Farmers' Associations, brought out in the Ohio study are: To bring about improvement in farm practices in a given community; to encourage further education among its members; to further recreational and social life; to unite young farmers in an organization of their own; to help young farmers to make profitable use of their leisure time; to continue training for leadership, started by the Future Farmers of America; to sponsor cooperation in school and community movements and organizations; and to help young farmers become established in farming "on their own."

The results of the Ohio study, are incorporated in a pamphlet issued by the Department of Agricultural Education of the Ohio State University.

Story in Pictures

The American Way of Life is the title of an attractive Story in Pictures, recently issued by the school district of Kansas City, Mo., in connection with the dedication of the new Manual High and Vocational School in that city. Its 12 pages of photographs illustrate in a striking way the many-sided program of education carried on in Kansas City. An announcement in this pamphlet states that it was printed by the students of the new vocational school.



In Public Schools

Conservation Field Laboratory

Superintendent of Schools C. E. Palmer, of Dover, Ohio, reports: "We have secured for the science department of Dover High School a lease on 25 acres of potential flood land owned by the Muskingum Watershed Conservancy District, to be used as a field laboratory by the department in the teaching of conservation. A three-point program has been designed for the use of the laboratory land. First, a careful ecological survey is to be made, including the mapping of the area. Second, the findings of the survey are to be studied and evaluated in order that the underlying factors giving rise to certain ecological conditions may be thoroughly understood. Third, any unsatisfactory conditions discovered during the consideration of the survey are to be taken up by study-work groups organized from the members of the class. Each group will undertake the correction of a particular condition in the area. For instance, one group has selected the problem of making the water already to be found on the land more available. This will require the opening of springs, stream management, pond building, etc. Thus, an opportunity is made for actual conservation practice to be carried out after the student has made a study of the best references available."

Behavior Difficulties

The superintendent of schools of New York City in a circular to superintendents, directors, principals, and heads of bureaus of the schools of that city says in regard to behavior difficulties: "The following are some of the more important personality traits and conduct manifestations for which the teacher should be on the lookout. Once they have been discovered, she should attempt to secure the proper assistance for the pupil. It should be remembered that conduct such as described below is purely symptomatic in the sense that the nature of the child's problem in no way necessarily indicates the nature of the cause—for this reason, it is essential that professional help be obtained for the child as soon as possible.

"Seclusiveness; day dreaming or inattention to school subjects; extremely sensitive (feelings easily hurt—cries easily); difficulty in reciting; being too docile or too ingratiating; failure in school (when the child evidently has sufficient intellectual capacity); seeking undue attention; constant rivalry with others; difficulty in getting along with others; frequent quarreling; resistance to authority; showing a feeling of not being treated fairly or of being discriminated against." Principals were requested to furnish teachers with copies of this outline.

State Coordinator of Health Program

"The State department of education of Oregon has secured the services of Mr. L. J. Sparks to act as State coordinator of a public-school program in health, physical education, and recreation," according to a recent issue of *Oregon Education Journal*. "Mr. Sparks will also serve as executive secretary of the coordinating committee for a public-school program in health, physical education, and recreation.

"The coordinating committee was formed as a result of the recommendations in the committee reports of the city school superintendents and the county school superintendents in regard to the coordination of health, physical education, and recreational activities. At present this committee includes representatives from the following agencies: State Department of Education; State Board of Higher Education; State Board of Health; Child Guidance Clinic; County School Superintendents; City School Superintendents; High-School Principals' Association; Oregon State High-School Athletic Association; State Association for Health, Physical Education, and Recreation; The National Congress of Parents and Teachers; State Medical Association; State Dental Association; Oregon State Association of Public Health Officers.

"The purpose of the coordinating committee is to determine the relationship of the various agencies concerned with school health problems and to define policies for the administration of school programs of health, physical education, and recreation."

Scope Committee

The State superintendent of public instruction of Nebraska, in order to study the secondary school program, requested the authorities of the various institutions and agencies in the State to name representatives on a scope committee to project outlines and procedures for a broad cooperative effort in the future. The first meeting of the committee was well attended, only 1 member of the committee of 25 being absent. Coming out of the meeting was a statement of policy in which is emphasized the need for improvement in the high-school program for those who complete high school as well as for those who cannot remain through to graduation.

The establishment of the scope committee followed action by the 1939 legislature in placing full authority on the State department of public instruction for the high-school program in the State and providing a special appropriation for the work. The committee project is a long-term undertaking, involving additional meetings as necessary, expert service, and the preparation of manuscript for publication.

Symposium of Opinion

The Arizona State Department of Education has issued a bulletin, *Educating for American Democracy: A Symposium Consisting of Opinions of Prominent Arizonans Who are Interested in Public Education*. The foreword states: "The views expressed in this bulletin are those of the individual writers. They have been solicited by the superintendent of public instruction with the hope that they would be stimulating to teachers and school children throughout the State of Arizona, and elsewhere, to inaugurate or continue a positive program for the teaching of American democracy as a way of living.

"The materials contained in this bulletin can be made the basis or incentive for excellent study units, for assembly programs, or for special lessons in the elementary and high-school classes of the State. Teachers are urged to take the initiative in formulating methods by which the objectives of American democracy can be realized in the classroom. If a lesson outline or a unit proves to be successful, it should be sent to the office of the State superintendent of public instruction so that it can be distributed to other schools later in the year."

Fifth Year

"The school year 1938-39 was the fifth consecutive year in which the Kansas Safety Council sponsored a school accident prevention program," according to a recent issue of *Kansas Teacher and Western School Journal*. "At the beginning of the year, 59 schools were making reports. At the end of the school year 53 had reported for the entire 9 months, 4 for 8 months, and only 2 for 7 months. Each year every school in the State is invited to participate in this program, and it is hoped that more school systems will become interested in this phase of accident prevention for the school year 1939-40."

Maryland Publications

The State Department of Education of Maryland has issued a bulletin on *The Teaching of Oral and Written Expression in Maryland High Schools*. "The main purpose of this bulletin is to present to the high-school English teachers of the counties of Maryland a statement of tentative goals of achievement in the teaching of English composition and grammar in each of the high-school grades, the statement of objectives being based on reports obtained from all the 23 counties on current practices in the teaching of this subject."

The Maryland State Department of Education has also issued a bulletin on *Problems of Democracy*. "This bulletin was issued in response to requests frequently made by high-school principals for a general statement of the kind of content material which would best

serve the purposes of the course in Problems in Democracy."

Gardening Unites School and Home

The following is reported in a recent issue of *Recreation*: "Convinced that gardening is a form of recreation, Paul R. Young, of the Cleveland Garden Center, believes that school gardening becomes the connecting link between the school and the home. Gardening as a school project was introduced into the Cleveland schools through science courses. More than 16,000 youngsters in 132 schools are now participating."

Major Force

"The North Carolina State School Board Association," says *North Carolina Education*, "is already a major force in the public education in the State. K. E. Stacy, president of the association, has asked school peoples' assistance in organizing this State-wide association for the development of public education. With the assistance of his executive committee, the president expects to make an intensive campaign for a better consideration of the needs of public education in anticipation of the 1941 legislature."

Educational Planning

"In cooperation with the California Teachers Association, the teachers of the Pasadena school system will be given opportunity to take part in study groups established for the purpose of participating in California's educational planning program," says a recent issue of *Pasadena School Review*. "Such groups will meet throughout the State, and their findings on problems of vital importance concerning the schools will be compiled in the central offices of the California Teachers Association. Such study groups were started for the first time in California last year, and the program is to be extended widely throughout the State this year."

"The general problem to be investigated this year is 'Social Services and the Schools,' and parallels the studies made in this field by the National Educational Policies Commission."

W. S. DEFFENBAUGH



In Colleges

Meteorite Gift

Stuart H. Perry, editor and publisher of the *Adrian Telegram*, recently gave to the University of Michigan one of the two largest specimens of a pallasite meteorite in the world.

Weighing 460 pounds, this specimen is only 5 pounds lighter than the largest ever found in this country. The larger meteorite is in the Field Museum in Chicago. The two meteorites are companion pieces, both coming from the same region in Kansas.

These meteorites are unusual in that they are composed of not only metallic iron, but

also gem olivine. Most meteorites reaching the earth's surface are composed almost entirely of iron. The rocky mineral, olivine, found in these specimens leads geologists to believe they come from the outer layers of some heavenly body, whereas the pure iron specimens represent the middle sections only.

Mr. Perry's meteorite was found on a farm near Brenham, Kans. It is a spongy mass of iron, the cavities of which are filled with the greenish olivine. One surface of the mass has been cut and polished to show the structure of the body.

Chambersburg a Laboratory

Students of Wilson College, Chambersburg, Pa., are taking the entire town of Chambersburg for their laboratory this year.

Members of the class in principles of sociology, it was announced, are conducting, under the direction of Clara Hardin, of the sociology department faculty, a survey which will examine every phase of municipality's life. Purpose of the project is to give the surveyors first-hand knowledge of community organization.

Students who are majoring in biology are studying the geography of the area. Girls whose field of concentration is political science are interviewing borough officials and visiting municipal plants.

The committee on local history is collecting and putting into written form material concerning the early days of the valley that has hitherto been passed on by word of mouth. The committee on economic organization and labor conditions is making a tour of factories.

Other groups have as their subjects, medicine, public health, recreation facilities, educational institutions, library, newspapers, churches, and social work agencies. A central committee will correlate findings.

The finished report, Miss Hardin said, will serve as the basis for class discussions. The principles of community organization as typified by Chambersburg will be pointed out and the part that the surveyors should play as citizens will be emphasized.

Dartmouth Daily 100 Years Old

Carrying on its masthead the proud distinction of being "The Oldest College Newspaper in America," *The Dartmouth*, student daily of Dartmouth College, celebrated in November the one-hundredth anniversary of its first appearance on campus as a little monthly publication back in November 1839. A poem, Lexington, by Oliver Wendell Holmes, then a member of the Dartmouth faculty, has made that first issue interesting far beyond the college circle.

Published by a board of seniors, the original publication, striving to be literary and succeeding in being mostly heavy reading, little resembled today's sheet which is the only local daily paper serving the Hanover area. After 5 years it suspended, to resume in 1867 as a fortnightly. Gradually increasing its news coverage, it acquired advertising and its

freedom from faculty censorship, became a biweekly and then a weekly, and eventually emerged as a full-blown daily in 1920. It is one of the few college papers today possessing an Associated Press franchise.

Ceramic Research

Ohio State University, which 40 years ago established the first college course in ceramics, today continues to enjoy a close relationship with the ceramics industries.

Twelve years ago the Ohio Ceramics Industries Association was established, for the primary purpose of fostering ceramic research in Ohio State's Engineering Experiment Station and to cooperate with the university in maintaining high grade ceramic instruction.

Each fall the association meets on the campus for the discussion of technical problems and to hear progress reports on ceramic researches at the station.

Inaugurates Residence Hall Program

The inauguration of the new residence hall program at the University of Michigan is the outgrowth of the expansion of dormitory facilities of the university. Over 27 percent of the university's 11,750 student population will be housed in university-operated residences when the present building program is completed, whereas only 12.5 percent were so housed before. According to President Ruthven "Many of the desirable objectives of a college education, which in a modern society must not consist of formal classroom work alone, can be accomplished through the agency of the residence halls."

Student Loans

Student loan funds at the University of Illinois showed the greatest activity in history during the last school year, according to a report revealed today by Comptroller Lloyd Morey.

As compared to the previous year, the total of loans made increased from \$85,463 to \$114,629. The number of loans made increased from 1,336 to 1,630. Increases included both emergency and long-term loans.

Gifts totaling \$5,130 and income from loans outstanding increased the loan funds total by \$9,565 during the year, making the loanable principal \$335,477. This included emergency loan funds amounting to \$15,362, and long-term funds amounting to \$320,115.

Loans outstanding at the end of the year had increased from \$218,195 to \$264,432 in total, in number from 2,259 to 2,573. Out of the total loans outstanding, only \$7,673 was inactive; "a very small part of the total," Mr. Morey pointed out.

Payments during the year also increased, the total sum returned to the university being \$67,951 on 4,130 loans. Interest collections totaled \$13,064.

Of the loans made during the year, 9 percent were to graduate students, 44 percent to seniors, 26 percent to juniors, 17 percent to sophomores, and 4 percent to freshmen.

WALTON C. JOHN

In Libraries

Librarianship Research

The American Library Association, under the provisions of a grant from the Carnegie Corporation, announces a limited number of grants-in-aid for a year of study or research in the problems of librarianship. Applications must be filed by February 1, 1940. Further information regarding the requirements may be obtained from the chairman of the committee on fellowships and scholarships, Francis L. D. Goodrich, College of the City of New York Library, New York.

Trends Indicated

Many indications of the trends in the school library field may be found in the third edition of Lucile F. Fargo's *The Library in the School*, issued in 1939 by the American Library Association. In this work attention is called to the growing amount of experimentation and objective study in the field of school libraries. Increased consideration has been given to the subject of reading "in order to make prospective school librarians more aware of pupils' reading difficulties and better able to cooperate with teachers in overcoming such difficulties." The significant developments in the integrating and coordinating aspects of school library work as well as those in State aid and supervision have also been stressed.

Report from Supervisor

According to a recent report from the supervisor of school libraries of New York State, 1,174 school librarians were employed during 1938-39 in the public secondary and elementary schools of the State. Of this number, 1,107 served as secondary school librarians, some of whom were responsible also for the libraries or the library service in elementary schools. The number engaged solely in elementary school library service was 65. In addition, 2 were responsible for school library supervision. The preceding figures do not include teachers serving as librarians in the elementary and junior high schools of New York City.

Aids for Book Selection

During the recent Colorado Library Association conference, a panel of school administrators, supervisors, and librarians considered the need for additional aids to assist schools, especially the small ones, with their book selections. As a result of this discussion, the school library section of the association is planning to issue bulletins at regular intervals listing and annotating books recommended as useful and necessary additions to school libraries. A panel at one of the general sessions also considered the pressing need of the State library for a supervisor of school libraries.

Library Development Edition

In cooperation with the Georgia Library Association, the *Lavonia Times* recently issued a special edition of 35 pages devoted exclusively to library development in the State.

School, college, public and special library needs and progress are considered in relation to the educational program of Georgia. Among the articles is one by Sara Jones, State school library supervisor, who reports that the State now has 325 school librarians trained for school library work. The impetus given to elementary school libraries through the State-aid matching fund is described by Mary Elizabeth Nix of the State department of education.

Exceptional Opportunity

The American Institute of Graphic Arts has called attention of libraries to the five-hundredth anniversary of the invention of printing, which has been fixed for 1940. It is pointed out that libraries have an exceptional opportunity "to emphasize their leadership of cultural development." A *Manual of Suggestions* is being prepared which may be obtained by writing to the Institute at 285 Madison Avenue, New York City, N. Y.

RALPH M. DUNBAR

In Other Government Agencies

Federal Surplus Commodities Corporation

If you want to start a school lunch program in your community, you can secure full information concerning Federal participation by writing to the Director of School Lunch Programs, Federal Surplus Commodities Corporation, 1901 D Street NW., Washington, D. C.

Social Security Board

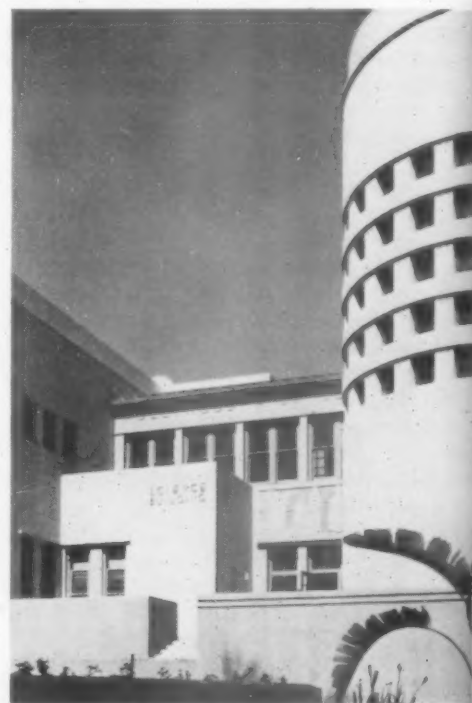
Public aid under all types of Government programs was extended to a total of 16,539,000 persons in 5,743,000 households during September 1939, according to the most recent figures released by the Social Security Board. The following items are a few which go to make up the total: Recipients of aid to dependent children: Families, 313,000; children, 753,000; recipients of aid to the blind, 69,000; persons enrolled in the Civilian Conservation Corps, 255,000; persons receiving student aid under the National Youth Administration, 59,000; and persons employed on NYA works projects, 225,000.

United States Housing Authority

More than 200 American institutions of higher education have courses related to some phase of public housing, it was revealed by a current check-up made by the United States Housing Authority. A special service for such institutions has been established in the USHA under the direction of William H. Cary, Jr. Literature and handbooks based on data gathered during the 2 years that the USHA has been functioning are being prepared and made available for educational use. Lectures by USHA technical experts are also being arranged for classes in housing.

Public Works Administration

More than \$193,000,000 worth of new educational facilities have been made available during the past 12 months through the completion of 1,946 PWA school projects, according to latest reports received from the Public Works Administration headquarters.



Earthquake-proof high school built with PWA funds.

New buildings, additions to existing buildings, and improvements and modernization have provided accommodations for approximately 500,000 pupils, and several hundred school auditoriums, gymnasiums, and athletic fields will provide facilities for recreation and physical education. Safety, ample lighting, and multiple use of facilities were among the factors taken into consideration by the architects. (See illustration).

Works Progress Administration

Classes in safe operation of motor vehicles are being conducted by the Works Progress Administration, in cooperation with State and local highway departments and other tax-supported agencies, in an effort to aid in the Nation-wide campaign to continue the recent decreases in automobile fatalities. Most of the WPA safe-driving courses are divided into two parts: Classroom instruction in the theory and principles of safe driving and driving range instruction and training.

The WPA has also made traffic surveys and studies of highway hazards in hundreds of cities and towns. The findings have been turned over to municipal traffic bureaus and to the Public Roads Administration and to other Federal and local agencies engaged in safety research.

MARGARET F. RYAN